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ABSTRACT

This secondary level curriculum guide provides a program and identifies materials for the study of the history and culture of Africa south of the Sahara. The primary purpose of this course is to stimulate thought and to encourage students to make valid generalizations and intelligent assessments of the forces and events that have and are shaping the cultures of Africa. Each lesson contains behavior and content objectives, suggested activities and procedures, suggested source materials, and student evaluation methods. The guide includes three major topics and subtopics within each major topic. Within the topic of the myth and reality of Africa are units on geography, racial makeup, culture, and history. Within the topic of the African Colonial period are units on early exploration and penetration, slavery and the slave trade, Atlantic slave trade, and European scramble and partition. Within the topic of African independence are units on the advent of independence; selected study examples including Ghana, Nigeria, Senegal, Tanzania, and South Africa; problems of nation-building, and Pan-Africanism. The appendices include supplementary materials for teacher preparation and further student resources and activities. (Author/DE)

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WORLD HISTORY SERIES

A Senior High School Social Studies Unit

on

AFRICA SOUTH OF THE SAHARA

Bulletin No. 252

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools

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PREFACE

During the summer of 1971, several of the units in the Modern World History course of study were expanded to permit their use for a semester course (or variants thereof) that will enable teachers to take advantage of student interest. As the units now stand, they can be used as options within the Modern World History course or be offered independently of it. The existing units on Russia and the Far East have been revised and expanded; and new units have been prepared on Latin America, Africa South of the Sahara, and Black Studies: A Chapter in the Human Experience.

Mr. Robert Appleton (Bethesda-Chevy Chase) developed the Russian materials; Mr. Paul Magee (Montgomery Village) the Latin American unit; Mr. Stephen Perialas (Walter Johnson) was responsible for the materials on the Far East; and Dr. Harry Kelly (Poolesville), Mr. Donald Housley (Wheaton), and Mr. Thomas Walker (Magruder) for the units on Africa South of the Sahara and Black Studies: A Chapter in the Human Experience. All workshops were conducted under the general supervision of Dr. Kieran J. Carroll, Department of Curriculum and Instruction.

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INTRODUCTION

This course of study represents an initial effort to prepare a program and identify materials for the study of the history and culture of Africa south of the Sahara. No pretense at being exhaustive or absolute is made; however, an attempt has been made to include those events and problems that are of greatest significance and impact within a format that will be most useful to the greatest number of teachers. The primary purpose of this course is to stimulate thought and to encourage students to make valid generalizations and intelligent assessments of the forces and events that have and are shaping the cultures of Africans.

Some teachers may feel that an approach other than the chronological should have been followed. Those responsible for developing the format were in agreement, however, that the chronological approach would provide the maximum flexibility. Each lesson stands independently within the chronological framework; therefore, the teacher will have no difficulty in adapting the program to other approaches. For the teacher who chooses to follow this chronological approach, each lesson includes activities and materials that provide logical relationships and development within and between topics. Equally important, this approach permits teachers of other subjects--world history, anthropology, literature--to utilize individual or groups of lessons with a minimum amount of adaptation.

It must be emphasized that the activities included in the course of study are suggested, not mandatory. The teacher should feel free to modify these or to develop others to meet the needs of his students. While it may be necessary to use a combination of the activities suggested for a behavior, it is not necessary to use all of them. The teacher should be selective, choosing those that will be most beneficial to his students in terms of skill development and learning as well as most functional for the teacher himself.

The evaluation of student progress will be developed more specifically at a later date.

Sufficient supplementary material has been included to aid the teacher who may feel he has an inadequate foundation in these areas. This material includes masters for preparing transparencies and dittoes, student readings and activities, and teachers' copies of charts and tables.

The material contained in this course of study was prepared by Donald Housley, Harry Kelly, and Thomas Walker, under the general supervision of Kieran Carroll, Department of Curriculum and Instruction. Mrs. Brenda Holmes and Miss Carolyn Cheatham served as MCPS resources; and Drs. Jane Ann Moore and Okon Edet Uya, Professors of Afro-American Studies, Howard University, served as consultants.

AFRICA SOUTH OF THE SAHARA
(Suggested time--18 weeks)

OBJECTIVES

The subtopics of this course of study are designed to offer the student the means by which he can acquire and/or practice the following behaviors:

Receive and manipulate information
Understand and apply information
Analyze relationships and synthesize processes
Evaluate knowledge in terms of his value system

The following are the major substantive elements developed through this course:

1. Human societies form and function within definable spatial patterns of interrelated cultural and natural characteristics.

2. Patterns of resource utilization are a function and reflection of culture.

3. Forces of change and continuity are always operative in society but in different proportions at different times and places.

4. Man's development demonstrates powerful motivation to increase material comfort, to expand knowledge, to control environment, and to achieve what is valued.

5. Events have complex and interrelated causes and effects.

6. Human societies are complex in structure and function and operate systematically.

7. Human societies are becoming increasingly interdependent.

8. Human societies perform similar functions but differ in the cultural patterns which they develop.

9. Every society develops patterns of acceptable individual and group behavior and provides means for their enforcement.

OVERVIEW

For too many years, Africa has been thought of as the "Dark Continent," a region of steaming jungles and burning deserts, of mysterious peoples, and of primitive life-styles. Historically (and patronizingly), it was assumed that Africa had no significant history prior to the coming of the Europeans.

Recent scholarship, making use of historical tools and techniques such as archaeology and oral tradition in conjunction with written records, has provided new insights into the history and cultures of Africa south of the Sahara. We know now that the city-states of East Africa had established trade between Africa and the Far East long before the arrival of the Europeans, and that the ancient kingdoms of West Africa possessed power, wealth, and social development that rivaled the European civilizations of that time. This "new" knowledge of the African past has resulted in a greater understanding and respect for the cultural achievement and diversity of the African peoples. The first step in studying African history is to put it in a proper perspective in order to dispel the common myths and misconceptions about Africa and to eliminate cultural bias and prejudice.

Just as the Western view of history has clouded our perception of Africa, it has also narrowly defined our investigation of the colonial period in African history. That the colonial experience and the slave trade has a momentous historical impact cannot be denied. Nor have these events been neglected by historians. Traditionally, the European scramble and partition of Africa has been studied within the context of European history. Emphasis has been on the motivating factors and the activities and colonial policies of the European nations. The slave trade and its resultant impact on the Western World--particularly the New World--has always been given due consideration in historical study. But, until recently, one viewpoint has been neglected: What about the African? What impact has colonialism and the slave trade had on the African people? Only through his eyes and a critical examination of his reactions to these experiences can the contemporary history of Africa be viewed in its true perspective and given its real significance.

The last unit in the study of Africa places the independence movement and the subsequent development of the African nations within the historical context of the post-World War II period. In historical retrospect, the advent of the independence movement at this time is not surprising, and the problems of nation-building are definable. While the conflict between tradition and change threatens chaos for the African nations, the African people seek stability and progress through a unity of purpose and spirit--Pan-Africanism.

Students should have little difficulty in comprehending the historical and political aspects of African societies; but an appreciation of the development and future role of the Africans in world society depends on factors other than these. Throughout this study, the teacher should strive to place the major emphasis on the <u>African's</u> view of his past, present, and future and the attitudes and values that shape <u>his</u> perception.

AFRICA SOUTH OF THE SAHARA

TOPICAL OUTLINE

I. Africa South of the Sahara: Myth and Reality

A. The student's perception of Africa

B. Geography

1. Climate and topography
2. Political divisions

C. Race

1. Meaning of "Race"
2. African physical types

D. Culture

1. Primitive and advanced cultures
2. Traditional social organization
3. Traditional African religions
4. Representative African peoples

E. History

1. Written history vs. oral tradition
2. Archaeology as an historical research tool
3. Ancient Kingdoms of West Africa
4. East African city-states

II. Colonial Period

A. Early exploration and penetration

1. Arab contacts
2. European contacts

B. Slavery and the slave trade

1. Old World, feudalistic slavery
2. New World, capitalistic slavery

C. Atlantic slave trade

1. Development and mechanics
2. Impact on Africa

D. European scramble and partition

1. European causes
2. Impact on Africa

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III. Independence

A. Advent of African Independence

B. Selected African Nations

1. Ghana
2. Nigeria
3. Senegal
4. Tanzania
5. South Africa

C. Problems of Nation-Building

D. Pan-Africanism

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UNIT I--AFRICA: MYTH AND REALITY

I. *The typical American concept of Africa and Africans is based on myth and misinformation.*

Behavior and Content

Determine the student's perception of Africa and the Africans.

Suggested Activities and Procedures

1. Give the students the "World Regions Perception Survey" and the multiple choice test on Africa in Barry Beyer's Africa South of the Sahara: A Resource and Curriculum Guide to determine each student's perceptions of Africa.

2. Have the students list five descriptive words or phrases that come to mind when talking about Africa, and hold a class discussion on the class's view of Africa.

3. Have the students bring in pictures that represent their view of Africa. Show the students a second set of pictures or slides that present a realistic view of Africa. Hold a class discussion on these sets of pictures.

Souces:

Belasco and Hammond, The New Africa, pp. III-IV.
Beyer, Africa South of the Sahara: A Resource and Curriculum Guide, pp. 8-20, 29-38.
Burke, Sub-Saharan Africa, p. V.
Nielsen, Africa, pp. 5-6.
Pollock, Civilizations of Africa (AEP), pp. 3-5.

Evaluation

Have the students tabulate and interpret the results of the Perception Survey, and discuss these results in light of the new insights acquired as to the true nature of Africa.

I. *The typical American concept of Africa and Africans is based on myth and misinformation.*

Behavior and Content

Analyze aspects of the students' culture in order to identify the reasons why students have misconceptions about Africa and Africans.

Students' perceptions of Africa have been influenced by the views of their parents, novels, stories, accounts by missionaries and travelers, movies, TV, popular magazines that stress the exotic, and previous school experiences.

Suggested Activities and Procedures

1. Hold a class discussion on the question "Why do you think students have these views about Africa?" or "What are the sources of the myths about Africa?"

2. Show to the students or draw to their attention some of the following that tend to portray and perpetuate the myths of Africa:

   movies
   books and stories
   TV programs
   comic books
   magazine articles, newspaper clippings, travel brochures
   advertisements of movies, books, plays, and concerts

Sources:

Movies, video-tapes, magazines, newspaper, travel brochures

Evaluation

Listen to student responses to determine whether they are able to identify the various sources and understand how these sources have contributed to the perpetuation of the myths.

II. *While Africa is thought of as one country comprised solely of hot, steaming jungles and burning deserts, in reality it is a continent of vast geographic diversity, divided into many political entities.*

Behavior and Content

Receive and manipulative information on the topographic and climatic diversity of Africa.

Suggested Activities and Procedures

1. Have the students complete an outline map of Africa on which they identify and label the principal vegetation areas, rivers, lakes, mountains, and deserts.

2. Show the students the series of transparencies on the geography of Africa (vegetation regions, elevation, and rainfall); and have the students discuss the geographic myth of Africa in light of this information. (See Supplementary Material I, pp. 68-70.)

3. Show slides illustrating the various geographic regions of Africa. These slides should clearly illustrate the geographic diversity of the continent.

Sources:

Belasco and Hammond, The New Africa, pp. 1-18.
Davidson, African Kingdoms, pp. 8-15, 90-91.
July, A History of the African People, pp. 3-8.
MCPS, World Geography Grade 7: Southern Lands.
Moore and Dunbar, Africa Yesterday and Today, pp. 1-20.
Oliver and Fage, A Short History of Africa, pp. 15-87.
Singleton and Shingler, Africa in Perspective, pp. 2-4.

Evaluation

Check the students' maps for completeness and accuracy.
Give a brief geography quiz on the key items.

II. *While Africa is thought of as one country comprised solely of hot, steaming jungles and burning deserts, in reality it is a continent of vast geographic diversity, divided into many political entities.*

Behavior and Content

Receive and manipulate information on the extent of political division in Africa.

Africa is not a single nation but is a continent divided into more than 40 independent nations and colonial enclaves.

Suggested Activities and Procedures

1. Map activity: On a political outline map, have the students locate and identify the nations and dependencies in Africa today, distinguishing between the independent nations and the colonial enclaves and identifying the colonial ruler of each enclave. (See Supplementary Material II, pp. 71-72.)

2. Show the film The Continent of Africa (F 2877, c., 15 min.). This film shows the four major regions of Africa--dry North, forests of the West, industrial South, and the highlands of the East. It examines the many contrasts in the continent.

Sources:

Belasco and Hammond, The New Africa, map on back cover.
Dostert, Africa 1970.
Ferkiss, Africa's Search for Identity, p. 2.
July, A History of the African People, p. 551.
Moore and Dunbar, Africa Yesterday and Today, pp. X-XI.
Oliver and Fage, A Short History of Africa, p. 241.
Singleton and Shingler, Africa in Perspective, p. 142.

Evaluation

On an outline map of Africa, have the students identify one country for each of the four major regions of Africa and describe its geographic features.

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III. *While the majority of Africans are Negroid, the continent of Africa is populated by representative of many "races."*

Behavior and Content

Analyze various definitions of race in order to determine the problems and limitations inherent in classifying people into races.

Today there is a great deal of controversy about the concept of race. Many scholars are rejecting the traditional idea of three races and are coming to the conclusion that the concept is meaningless.

Suggested Activities and Procedures

1. Have the students write their own definition of race. Compare these with the following four definitions:

   a) Race is a term that is used to express the fact that differences do exist among humans. (John Smith--physician--1809)

   b) Race can be viewed as an upward progression of man, beginning with prehistoric man and culminating in the final development of one's own race. (Evolutionary concept)

   c) A race is a group having different physical attributes, especially in regard to skin color and other outward visible features, the major races being Negroid, Mongoloid, and Caucasoid. (Traditional concept)

   d) A race is a population sharing a distinctive combination of physical traits that are the result of distinctive genetic combinations. (Modern biological concept)

   Have the students criticize the validity of these definitions and reach some conclusion as to the usefulness of racial classification.

2. Have the students write a brief description of the three major groups--Negroid, Mongoloid, and Caucasoid--in the traditional system of classifying races; or give them a list of descriptive terms, and have them place these terms in one of the three racial groups. Show the students pictures or slides of various people and have them put the picture in one of the three groups. Use some pictures of people that tend to defy strict classification (Eskimos, Bushmen, Australian aboriginies, Tuaregs). Have the students present their findings. Discuss the problems they had in classifying some of the pictures.

Sources:

Benedict, Race-Science and Politics.
Montagu, Man's Most Dangerous Myth.
Montagu (ed.), The Concept of Race.
Simpson and Yinger, Racial and Cultural Minorities, pp. 33-40.

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Evaluation

Have the students write an essay, or observe their views in a discussion of the problems and limitations of the concepts of race, especially the inadequacy of the traditional view.

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III. *While the majority of Africans are Negroid, the continent of Africa is populated by representatives of many "races."*

Behavior and Content

Identify the physical types of Africa south of the Sahara and their geographic distribution.

There is no precise classification of African physical types,* and their relationship between most African peoples is unclear. There are, however, three fairly distinct physical types (not races) found on the African continent: the Negroid, the Caucasoid, and the Bushmen-Hottentot.

Suggested Activities and Procedures

1. Lecture-Discussion. Distribute the sheet "African Physical Types." (See Supplementary Materials III, pp. 73-74.) Have the students identify the variations found within each of the three main physical groupings.

2. Using the transparency "Distribution of African Peoples" (see Supplementary Materials IV, p. 75), locate the areas inhabited by the various African physical types. Have the students discuss the following question: What is the significance of the culture breach? Compare the transparency with relief and vegetation maps of Africa, and discuss the following questions:

   What type of geographic area is inhabited by the Pygmies? the Bushmen? What factors might account for the decrease in the population of the Pygmies and Bushmen?

   Why was European settlement concentrated in the areas of East and South Africa?

3. Show the student slides or pictures of representatives of the different physical types of Africa, and have them identify similarities and differences.

4. Show the film Peoples of Africa (F 668, c., 16 min.) which shows Africa as a continent of many cultures and depicts Africans of many origins working together.

Sources:

Belasco and Hammond, The New Africa, pp. 19-24.

Burke, Sub-Saharan Africa, pp. 4-9.

*Because of the many variations in human physical structure, anthropologists have determined that it is impossible to classify people into three "racial" groups. The contemporary assumption in the classification of humans is that there are more than three physical groups and that the criteria for classification are neither absolute nor inflexible.

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Hammond, Physical Anthropology and Archaeology, Section IV.
Howells, Mankind in the Making: The Story of Human Evolution, Chaps. 18 and 21.
July, A History of the African People, pp. 21-26.
Moore and Dunbar, Africa Yesterday and Today, pp. 21-28.
Oliver and Fage, A Short History of Africa, Chap. 1.
Ottenberg, Cultures and Societies of Africa, pp. 18-21.

Evaluation

Have the students discuss the difference between physical types and "racial" groups.

IV. *There are hundreds of different societies on the African continent, each with its own culture and set of rules.*

Behavior and Content

Define the concept of "culture," and distinguish between primitive and advanced cultures.

Suggested Activities and Procedures

1. Give the students a generalized definition of culture (e.g., Culture is the sum total of the ways of living of one community or population), and have them identify the various components of culture. Students should concentrate on expanding the phrase "ways of living."

2. Schedule a lecture-discussion on the characteristics of primitive and advanced societies in terms of language, population, residence, technology, economy, family's role, political system, and religion. Have the students complete the chart (see Supplementary Material V, p. 76) on primitive and advanced societies during this activity. Emphasize that this chart is somewhat generalized and simplified and that anthropologists have not yet agreed on precise definitions for primitive and advanced societies. The chief difference is that primitive societies have no written language and advanced societies do.

Sources:

Clark, Through African Eyes--1: Coming of Age in Africa, pp. 3-7.

Pelto, The Nature of Anthropology, pp. 51-59, 67-76.

Evaluation

Have students generalize about the distinctions between primitive and advanced cultures.

IV. *There are hundreds of different societies on the African continent, each with its own culture and set of rules.*

Behavior and Content

Analyze the structure and function of basic social organizations in African society, and compare these with social organization in the United States or other countries.

In traditional societies, such as those of Africa, the "group" is of primary importance. While there are many variations in the structure and function of these groups in the many different societies of Africa, one factor that is common to all is the importance placed on the family unit.

Suggested Activities and Procedures

1. Have the students read one of the following selections which describe the function of the basic kinship units in African society:

   Clark, Through African Eyes--I, "Growing up in Acholi," Parts I and II, pp. 8-29.

   Moore and Dunbar, Africa Yesterday and Today, "The Units of African Society," pp. 28-41.

   Have the students identify the basic units in African society and the primary function of each.

2. Lecture-Discussion. Display the transparency "Traditional African Relationships" (see Supplementary Material VI, p. 78); and define the organization and function of the nuclear family, extended family, clan, and tribe. Have the students relate the structure and function of these social units to the social organization of their own culture or another.

3. Discussion. Display the transparency "Family Organization" (see Supplementary Material VII, pp. 80-82), and have students discuss the following items:

   What cultural factors might account for a society practicing a form of polygamy?

   Comparing monogamy and polygamy, what are some possible advantages and disadvantages of each?

   Why do maternal uncles exert authority over their sister's children in matrilineal descent patterns?

   Analyze and classify the descent pattern common to our culture.

4. Show the film African Village (F 4214, c., 17 min.). This film portrays village life, photographed in a settlement of the Kissi

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tribe in Guinea. The village is typical of thousands of African villages where life has changed little in many years.

Sources:

Belasco and Hammond, The New Africa, pp. 29-32.
Burke, Sub-Saharan Africa, pp. 15-18.
Clark, Through African Eyes--I: Coming of Age in Africa, pp. 3-29.
Moore and Dunbar, Africa Yesterday and Today, pp. 28-41.
Ottenberg, Cultures and Societies of Africa, pp. 28-36.
Turnbull, Tradition and Change in African Tribal Life.

Evaluation

Students should give evidence that they understand the meaning of the following terms when applied to their own culture as well as African cultures:

nuclear family
extended family
polygamy
matrilineal
patrilineal

Have the students discuss the following question:

Given the social problems confronting our society, is there anything that we can learn from African social organization? (For examples: kinship solidarity, role definition, group reciprocity)

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IV. *There are hundreds of different societies on the continent of Africa, each with its own culture and set of rules.*

Behavior and Content

Receive information on the basic tenets and significance of religion in Africa, and compare the tenets of African religions with those of Judeo-Christian religions.

One of the strongest and most important elements in African traditional society is that of religion. Religion permeates all aspects of community and individual life. There are no creeds to be memorized; the creeds and beliefs of an African's religion become a part of his total being. While there are as many religious systems as there are African peoples, there is a set of common attitudes and beliefs that can be discerned.

Words such as animism (believing that every object has a spirit, and that the spirit can enter other objects) and magic (man attempts behavior through which to manipulate the unseen world) do not fully explain African religions. While Africans use magic as part of their religion, it is generally believed that magical powers have been given to a specialist or medicine-man for the welfare of the community. Evil magic is considered to be an anti-social use of mystical power. But religion is not magic, and the study of just magic does not really explain African traditional religions.

Suggested Activities and Procedures

1. Through the use of a class discussion, have the students list some of the common beliefs of the Judeo-Christian religious pattern (e.g., one supreme God, creation of the universe, salvation of man by God, the hope of a better life in the after-world).

   Have the students read "Basic African Religious Tenets." (See Supplementary Material XV, pp. 103-104.) Analyze this reading, and compare and contrast the basic tenets of African religions with those of the Judeo-Christian beliefs.

2. Have the students define the terms animism and magic and discuss the validity of these terms as applied to traditional African religions.

3. Have a lecture-discussion on traditional African religions. Stress the following:

   a) A comparison and contrast between the Judeo-Christian concept of God and the African's concept of God

   b) The inadequacies in describing African traditional religions in terms of animism and magic

   c) An explanation of the different components of African religions (See Supplementary Material XV, pp. 103-104.)

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Sources:

Davidson, African Kingdoms, Chapter 6.
Mbiti, African Religions and Philosophies.
Nida and Smalley, Introducing Animism.
Turnbull, Tradition and Change in African Tribal Life, pp. 182-184, 187-189, 192.

Evaluation

Have the students write an essay or give an oral report in which they compare and contrast traditional African beliefs about a Supreme Being with those of the Judeo-Christian religions.

Have the students comment on the following statement:

"For the African, religion is life, and life is religion."

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IV. *There are hundreds of different societies on the continent of Africa, each with its own culture and set of rules.*

Behavior and Content 9
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Receive and manipulate information on representative African peoples.

The investigation of representative African peoples will give the students a chance to see the similarities and differences in the cultures of Africa. The number of peoples studied is left to the discretion of the teacher, but care should be taken to choose peoples that represent different geographic regions and cultural patterns.

Suggested Activities and Procedures

1. Have the students read information on several African peoples for the purpose of collecting information on their language, population, residence, technology, economy, family structure, political system, religion. (See Supplementary Material VIII.) After the students have collected the information and completed the chart, have them decide whether the peoples studied would be classified as primitive or advanced societies. Suggested groups for study: Bushmen, Ibo, and Masai.

2. Have individual students report on tribes other than those being studied by the class.

3. Show the following films:

   Buma: African Sculpture Speaks (F 1557, c., 10 min.)
   Discovering the Music of Africa (F 4548, c., 22 min.)
   The Hunters (Bushmen) (F 2609, c., 73 min.)
   Natives of East Africa (Masai) (F 2127, c., 13 min.)

4. Take students on a field trip to or obtain a speaker from the Frederick Douglass Institute of Negro Arts and History, Museum of African Art.

4. Arrange for an African student from one of the local universities, a representative from one of the African embassies, or a Peace Corp volunteer who has served in Africa to speak to the class.

6. Have a group of students prepare and serve an African meal.

Sources:

General

Burke, Sub-Saharan Africa, pp. 14-18.
Moore and Dunbar, Africa Yesterday and Today, pp. 41-64.
Ottenberg, Cultures and Societies of Africa, pp. 21-69.
Turnbull, Traditions and Change in African Tribal Life.

Bushmen

Friendly, "African Bushman Art Treasures," National Geographic, June 1963, pp. 848-888.
Singleton and Shingler, Africa in Perspective, pp. 8-10.
Turnbull, The Peoples of Africa, pp. 31-38.
Turnbull, Tradition and Change in African Tribal Life, pp. 193-210.
Van Der Post, The Lost World of the Kalahari.
Vlahos, African Beginnings, pp. 143-153.

Ibo

Ottenberg, Cultures and Societies of Africa, pp. 44, 173.
Singleton and Shingler, Africa in Perspective, pp. 16-18.

Masai

Bleeker, The Masai: Herders of East Africa.
Ottenberg, Cultures and Societies of Africa, pp. 10, 26, 41-42, 51, 71.
Singleton and Shingler, Africa in Perspective, pp. 13-16.
Turnbull, The Peoples of Africa, pp. 61-64, 96-97.

Baganda

Singleton and Shingler, Africa in Perspective, pp. 10-13

Kikuyu

Ottenberg, Cultures and Societies of Africa, p. 75.
Turnbull, The Peoples of Africa, pp. 70-73.
Vlahos, African Beginnings, pp. 197-204.

Ashanti

Moore and Dunbar, Africa Yesterday and Today, pp. 81-94.
Ottenberg, Cultures and Societies of Africa, pp. 49, 54, 55, 62, 173, 303-311.

Art

Davidson, African Kingdoms, Chapters 5 and 7.
Flagg and Plass, African Sculpture.
Ottenberg, Cultures and Societies of Africa, pp. 25-26, 458-473.
Paulin, African Sculpture.

Music

Davidson, African Kingdoms, Chapter 7.
Ottenberg, Cultures and Societies of Africa, pp. 67-69.
Recordings by Dr. Willis James "Afro-American Music: A Demonstration Recording," Arch Recording Company

Religion

Davidson, African Kingdoms, Chapter 6.
Mbiti, African Religions and Philosophies.
Moore and Dumbar, Africa Yesterday and Today, pp. 57-64.
Nida and Smalley, Introducing Animism.
Ottenberg, Cultures and Societies of Africa, pp. 60-65, 345-442.
Parrinder, African Traditional Religion.

Cuisine

African Cookbook, Time-Life Series.
United Nations Cookbook.

Evaluation

Check the students' charts for completeness and accuracy.

Have the students discuss or write out their reasons for classifying the various African cultures as advanced or primitive.

V. *The continent and people of Africa are not without a valid and definite history.*

Behavior and Content

Evaluate the merits of written history and oral tradition as applied to the study of Africa.

One of the difficulties for Westerners in studying Africa is that oral tradition has been the primary method of "recording" history. Since Western historians rely mainly on written records, many were led to believe that Africa had no history because they had no written records. Historians are now discovering the value of oral traditions which has been handed down through a professional group (known as griots) to describe the history of Africa.

Suggested Activities and Procedures

1. Have the students experience the use of (and problems with) oral tradition by having them write some oral history about their family background or trace their family tree. (Note that names and dates may not be precise, and some tales will have different versions).

2. Have the students read a transcribed account of oral tradition and a description of the professional class of griots, who were responsible for passing along the history of their group. (See Clark, Through African Eyes--III, pp. 33-37.) Have the students discuss the following question: How does oral tradition differ from the Western concept of written or recorded history?

Sources:

Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 4-5, 33-43.

Evaluation

From their experience with their own oral history, have the students comment on its value as a tool in historical research.

Have the students respond to this statement: "The only history worth studying is recorded history."

V. *The continent and people of Africa are not without a valid and definite history.*

Behavior and Content

Receive and manipulate information in order to determine the significance of archaeology as a tool in the study of African history.

Besides oral tradition and written records left by early travelers, archaeology is another tool that can be used to obtain information about Africa. Most of the archaeological work in Africa has centered on the research for the first man in the Olduvai Gorge in Tanzania.

Suggested Activities and Procedures

1. Through the use of a pictorial time line (ref. Early Man, Time-Life, pp. 41-45), have the students determine where in the evolutionary chain the "missing link" might be found. Discuss the problem of a working definition for "man," and apply this to Leakey's work in East Africa and his find of "Zinjanthropus."

2. Present the students with the problem of the ruins of Zimbabwe (See Supplementary Material IX pp. 85-94).

Sources:

Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 5-7.
Howell, Early Man (Time-Life Books), Chapter 1-3.
Meisler, "Ancient Ruins of Zimbabwe," Washington Post, Jan. 20, 1972, p. H1.
L.S.B. Leakey, "Adventures in the Search for Man; Kenyapithecus wickeri," National Geographic, January 1963, pp. 132-152.
Pelto, The Nature of Anthropology, pp. 33-38.
Pollock, Civilizations of Africa (AEP), pp. 7-11.
Singleton and Shingler, Africa in Perspective, pp. 4-6.
Turnbull, The Peoples of Africa, pp. 20-30.
Vlahos, African Beginnings, pp. 19-23.

Evaluation

Have the students write a paragraph summarizing the importance of archaeology in studying the African past.

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V. *The continent and people of Africa are not without a valid and definite history.*

Behavior and Content

Gather, interpret, and relate information on the development of ancient civilizations in West and East Africa.

Only recently has the West begun to realize that during Europe's Middle Ages, there developed in West Africa a succession of wealthy and powerful kingdoms. The Kingdoms of Ghana (700-1200 AD), Mali (1200-1500), and Songhay (1350-1600) achieved their wealth and power by their ability to control the gold and salt trade. On the other side of the continent in East Africa, there grew up small but strong city-states such as Kilwa that controlled the commercial trade of Africa with the Far East.

Suggested Activities and Procedures

1. Have the students list some characteristics of an empire or civilization (e.g., a monarchy or some form of centralized government, extensive land control, strong military, ability to protect citizens, cultural expression). Have the students read descriptions of early African kingdoms and determine whether these meet the criteria established for civilizations:

   Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 8-18, 21-32, 47-53, 62-67.
   Pollock, Civilizations of Africa (AEP), pp. 18-33.

2. On a map, locate the early empires of West Africa and city-states of East Africa; and have the students discuss why these may have arisen and developed in these areas rather than in other parts of Africa.

3. Show the filmstrip The Search for Black Identity: Proud Heritage from West Africa. Part I describes the savanna empires of Ghana, Mali, and Songhai; and Part II deals with the forest empires of Benin and Ife (Yoruba). Have the students identify evidence that would support or refute the idea that these were civilized kingdoms.

4. Have individual students report on events and life in Europe, particularly England, during the period of the Ancient Kingdoms of West Africa and the East African city-state (900-1600). (See Supplementary Material X for a sample time-line, pp. 95-96.)

Sources:

Ghana

Belasco and Hammond, The New Africa, pp. 37-38.
Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 8-18.

Davidson, The African Past, pp. 80-82.
Pollock, Civilizations of Africa (AEP), pp. 18-23.

Mali

Belasco and Hammond, The New Africa, p. 38.
Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 21-32.
Davidson, The African Past, pp. 94-96.
Pollock, Civilizations of Africa (AEP), pp. 23-25.

Songhai

Belasco and Hammond, The New Africa, pp. 39-40.
Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 47-53.
Davidson, The African Past, pp. 94-96.
Pollock, Civilizations of Africa (AEP), pp. 25-27.

West African Kingdoms

Burke, Sub-Saharan Africa, pp. 18-23.
Davidson, African Kingdoms, Chapters 2, 4, 5.
Davidson, The Lost Cities of Africa.
Fage, An Introduction to the History of West Africa, pp. 18-39.
Franklin, From Slavery to Freedom, Chapter 2.
Moore and Dunbar, Africa Yesterday and Today, pp. 95-104.
Oliver and Fage, A Short History of Africa, pp. 61-65, 85-90, 105-107.
Singleton and Shingler, Africa in Perspective, Chapter 2.
Vlahos, African Beginnings, pp. 55-70.
Wiedner, A History of African South of the Sahara, pp. 27-44.

East African History

Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 62-67.
Ingham, A History of East Africa, pp. 1-35.
Marsh and Kingsnorth, An Introduction to the History of East Africa, pp. 1-11.
Singleton and Shingler, Africa in Perspective, pp. 38-39.
Vlahos, African Beginnings, pp. 71-86.
Wiedner, A History of Africa South of the Sahara, pp. 101-103.

Evaluation:

Have the students write a paragraph stating their own definition of a "civilization" and evaluating the kingdoms of Ghana, Mali, Songhai, and the city-state of Kilwa in terms of their definition.

Have the students state generalizations about the ancient kingdoms of Africa, and compare these with what they know about Europe's Middle Ages.

00031

UNIT II: COLONIAL PERIOD

I. *Early exploration and penetration of Africa south of the Sahara by the outside world progressed slowly over a span of several centuries.*

Behavior and Content

Identify the reasons for and extent of Arab exploration of Africa south of the Sahara.

Arab exploration and penetration of Africa south of the Sahara was motivated by curiosity stemming from their geographic proximity; religious zeal to extend Islam; trade; and the desire for wealth.

Suggested Activities and Procedures

1. Using a transparency or wall map, plot the trans-Saharan trade routes; and have the students analyze these to determine reasons for Arab penetration south of the Sahara (see Davidson, African Kingdoms, pp. 90-91; Wiedner, A History of Africa South of the Sahara, p. 35; Fage, An Introduction to the History of West Africa, p. 11).

2. Have the class read "Early African Empires," Burke, Sub-Saharan Africa, pp. 18-19 to identify the reasons for Arab penetration of Africa south of the Sahara.

3. Have the class read excerpts from the journals of early Arab explorers of Africa south of the Sahara. (See Clark, Davidson.) Discuss the kind of information travelers to a foreign land tend to include in their accounts. How reliable is this type of information?

4. Have individual students report on the explorations of early Arab explorers of Africa south of the Sahara and plot their journeys on an outline map of Africa.

Sources:

Burke, Sub-Saharan Africa, pp. 18-19.
Clark, Through African Eyes--III: The African Past and the Coming of the European, "Ancient Ghana--Kingdom of Gold," pp.8-18; "The Kingdom of Mali," pp. 21-32.
Davidson, African Kingdoms, pp. 90-91.
Davidson, The African Past
p. 80, "Al Yakubi"
pp. 81-82, "Al Bekri"
pp. 83-87, "Al Omari"
pp. 87-91, "Ibn Battuta"
pp. 94-96, "Al Maghili"
pp. 97-98, "Ahmed Ibn Fartua"
pp. 98-101, "Kati"
p. 102, "Es-Sa'di"

00032

pp. 114-117, "Al Mas'udi"
p. 123, "Ibn Battuta"

Fage, An Introduction to the History of West Africa, p. 11.

Weidner, A History of Africa South of the Sahara, p. 35.

Evaluation

Students should be able to stage generalizations concerning the following:

Reasons for Arab interest in Africa south of the Sahara

Regional limits of Arab penetration

Factors limiting and discouraging penetration from the outside world

Cultural status of the African peoples visited by these explorers

000033

I. *Early exploration and penetration of Africa south of the Sahara by the outside world progressed slowly over a span of several centuries.*

Behavior and Content

Receive and analyze information on initial European exploration of Africa.

The main deterrents to European exploration and penetration of Africa south of the Sahara were the internal political conditions in Europe, superstition and misconception, and geographic features (deserts, oceans, mountains, rain forests, and unnavigable rivers).

Portugal's lead in the exploration of Africa was initiated by Henry the Navigator and motivated by an anti-Islamic impulse, a desire to wrest control of trade from the Arab merchants of North Africa, and a missionary zeal to Christianize the inhabitants of Africa.

Suggested Activities and Procedures

1. Display a relief map of Africa. Have the students identify factors that would deter exploration and penetration of the African continent.

2. Have the students analyze the following verse by Jonathan Swift to identify reasons that would deter European exploration and penetration of Africa:

   So Geographers, in Africa maps,
   With savage pictures fill their gaps,
   And o'er uninhabitable downs,
   Place elephants for want of towns.

3. Lecture-Discussion. Using a map to locate areas being discussed, review the following:

   Arab control of North Africa
   Arab domination of trade between Europe and Africa
   The occupation of the Iberian Peninsula
   Portugal's role in the expulsion of the Moors from the Peninsula

   Have students determine reasons why the Portuguese might take the lead in African exploration in the early 15th century.

4. Plot on a transparency or wall map the development of Portuguese exploration of Africa.

5. Have students read Oliver and Fage, A Short History of Africa, pp. 112-115, to identify the reasons for Portuguese exploration and the progress of the Portuguese exploration of Africa.

6. Have individual students report to the class on the early voyages of Portuguese explorers and the accounts of their encounters with the Africans.

00034

Sources:

Burke, Sub-Saharan Africa, pp. 24-26.
Davidson, The African Past

p. 125 "Kilwa Chronicle"
pp. 128-134 "Vasco Da Gama's Logbook"
pp. 134-141, 156 "Duarte Barbosa"
pp. 141-142 "Hans Mayr"
pp. 142-143, 152-155 "Diego de Alcancova"
pp. 155-156 "Pedro Vaz Soares"
pp. 156-157 "Joao De Barros"
p. 168 "Antonio Boccaro"
pp. 169-170 "Advice from Goa"
p. 170 "King of Portugal"
pp. 171-173 "Manoel Barreto"
pp. 184-189 "Ruy De Pina"
pp. 189-190 "Duarte Pacheco Pereira"
pp. 190-191 "Duarte Pires"

Fage, An Introduction to the History of West Africa, pp. 42-56.
Marsh and Kingsnorth, An Introduction to the History of East Africa, pp. 49-50.
Oliver and Fage, A Short History of Africa, pp. 112-115.
Wiedner, A History of Africa South of the Sahara, pp. 37-39.

Evaluation

Have students generalize about the factors that deterred the Europeans from exploring Africa to determine whether they understand how the Arabs and the Islamic religion served as a motivating factor to Portuguese exploration and penetration.

00035

II. *Slavery, as a social condition, was neither new nor peculiar to Africa; but with European expansion, slavery became a commercial and economic venture.*

Behavior and Content

Compare and contrast the characteristics of Old World, feudalistic slavery and the New World, capitalistic slavery.

Slavery was not introduced into Africa by either the Europeans or the Arabs; it was already there as a part of African social structure just as serfdom had been a part of European social structure during the Middle Ages. With the demand for slaves in the New World and the advent of the Atlantic slave trade, slavery ceased to be a social relationship and became a business venture.

Suggested Activities and Procedures

1. Have the students read the editor's introduction to "Booty for the King: The First Captives," Clark, Through African Eyes--III: The African Past and the coming of the European, pp. 68-69. Students should compare the features of African feudalistic slavery with slavery in the New World and identify similarities and differences in the two systems.

2. Using a transparency or individual student copies, present a summary of Elkins' comparison of feudalistic and capitalistic slavery. (See Supplementary Material XI p. 97.)

   Have the students state generalizations about the differences between slavery in African societies and in the New World.

3. Have the students read "The Story of a Slave," Parts 1 and 2, Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 98-112. By comparing Equiano's treatment of his African and European masters, the students should be able to identify significant differences between the two systems.

4. Show the film Slavery (F 4680, b & w, 30 min., P. Brand, 1965) which uses the testimony and memories of former slaves to portray life under slavery in the New World. This film, used in conjunction with the preceding activities, provides an excellent contrast between capitalistic and non-capitalistic slavery.

Sources:

Burke, Sub-Saharan Africa, pp. 26-27.
Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 68-69, 98-112.
Davidson, African Kingdoms, pp. 105-106.
Elkins, Slavery: A Problem in American Institutional and Intellectual Life, pp. 52-80.
Wiedner, A History of Africa South of the Sahara, pp. 45-47.

Evaluation

Have the students write definitions for feudalistic slavery and capitalistic slavery, applying the characteristics identified.

II. *Slavery, as a social condition, was neither new nor peculiar to Africa; but with European expansion, slavery became a commercial and economic venture.*

Behavior and Content

Receive and manipulate information on the origins, growth, and mechanics of the Atlantic slave trade.

There were three phases of the Atlantic slave trade that should be identified and explored.

Obtaining the slaves in Africa
The Atlantic passage
The New World institution

Suggested Activities and Procedures

1. The following selections from Clark, Through African Eyes--III: The African Past and the Coming of the European, present primary accounts of aspects of the Atlantic slave trade:

   "Booty for the King: The First Captives," pp. 68-71. Describes a Portuguese slaving raid in 1446.
   "Setting Up Shop," pp. 87-90. Account of how slaves were bought in Africa.
   "Slaves, Guns, More Slaves," pp. 91-97. An account of the trading of firearms for slaves.
   "White Man, Rich Man; Black Man, Slave," pp. 118-123. Explains the conditions in America that led to the demand for African slaves.
   "The Story of a Slave," Part 2, pp. 106-112. Describes the conditions and treatment of the slaves during the Atlantic crossing and a slave market in Barbados.

2. Have students analyze a map illustrating the triangular slave trade to determine

   a) The regions of Africa from which America-bound slaves were taken
   b) The parts of the New World to which the slaves were sent
   c) The commodities involved in the triangular trade
   (See Burke, Sub-Saharan Africa, p. 28; Clark, Through African Eyes--III, p. 122; Wiedner, A History of Africa South of the Sahara, pp. 52-53, 60-61, 68-69.)

Sources:

Burke, Sub-Saharan Africa, p. 28.
Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 68-71, 87-90, 91-97, 118-123, 106-112.
Oliver and Fage, A Short History of Africa, pp. 118-122.
Wiedner, A History of Africa South of the Sahara, pp. 52-53, 56-57, 60-61, 68-69.

00038

Evaluation

Have students write a paragraph in which they agree or disagree with the following statement and support their position:

"The African and the European must assume equal responsibility for the growth and development of the Atlantic slave trade."

007039

II. *Slavery, as a social condition, was neither new nor peculiar to Africa; but with European expansion, slavery became a commercial and economic venture.*

Behavior and Content

Discern and evaluate the impact of the Atlantic slave trade on Africa.

The slave trade had a profound and long-range impact on Africa and the Africans. There are five major effects that should be identified:

depopulation (quantity and quality)
internal conflict
attitude of the Africans
distribution of power
European colonialism

Suggested Activities and Procedures

1. Present a chart showing estimates of the number of slaves brought to America, and have students state conclusions regarding possible effects of Africa.

   (See Huggins, Kilson, and Fox, pp. 48, 50; Oliver and Fage, p. 120.)

2. Read to the class letters written in 1526 by Dom Affonso of the Congo to the King of Portugal. (See Clark, pp. 81-85). What effects of the slave trade does Dom Affonso state in his letter?

3. The following selections identify and discuss briefly the effects of the slave trade on Africa:

   Burke, pp. 27-29
   Clark, pp. 113-114

   Have students hypothesize on the effect of the slave trade on the future development of Africa.

Sources:

Burke, Sub-Saharan Africa, pp. 27-29.
Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 81-85, 113-114.
Huggins, Kilson, and Fox, Key Issues in the Afro-American Experience, pp. 45-51.
Oliver and Fage, A Short History of Africa, pp. 118-124.

Evaluation

Applying information learned, have the students discuss critically the statement: "The slave trade had no positive effects on Africa."

ED030410

III. *The European scramble and partition of Africa was motivated by events and forces outside of Africa.*

Behavior and Content

Identify the reasons for the European scramble for Africa.

Because the European nations were getting desired trade items from Africa, and because they were preoccupied with colonial affairs elsewhere, the European colonization of Africa developed late when compared with other parts of the world. The scramble for African colonies resulted from internal European politics, international rivalry, the moral tone of the era, and economics.

Suggested Activities and Procedures

1. The following readings summarize the causes and development of the European scramble for Africa:

   Burke, pp. 35-37
   Clark, pp. 4-9

2. Using transparency maps, show European claims in Africa in the early 1880's and in 1900. Have the students compare these and

   a) Identify patterns of colonial expansion.
   b) Identify non-colonial areas.
   c) Project possible problems growing out of the partitioning of Africa.
   d) Identify the European nations that had no colonial enclaves in the early 1880's but did in 1900.

   (See Supplementary Material XII, pp. 98-99.)

3. Have individual students report on the significance of each of the following in terms of the European scramble and partition of Africa:

   King Leopold of Belgium
   Otto von Bismark
   Berlin Conference of 1884-1885
   Cecil Rhodes

Sources:

Burke, Sub-Saharan Africa, pp. 35-37.
Clark, Through African Eyes--IV: The Colonial Experience, pp. 4-9.
Moore and Dunbar, Africa Yesterday and Today, pp. 121-126.
Oliver and Fage, A Short History of Africa, pp. 181-195.
Weidner, A History of Africa South of the Sahara, pp. 159-178.

00044

Evaluation

Have students compare the reasons for initial European contact (Portugal) with the reasons for the scramble and partition, in order to discern the changes that occurred in the European attitude toward Africa and the reasons for this change in attitude.

III. *The European scramble and partition of Africa was motivated by events and forces outside of Africa.*

Behavior and Content

Identify the impact of European colonization upon Africa and the Africans.

The colonial experience affected all institutions and all levels of African societies. It is vital to an understanding of subsequent events and contemporary affairs that the impact of European colonialism be viewed from both the African and European perspective. There were both positive and negative effects on the Africans as individuals and on African cultures.

Suggested Activities and Procedures

1. Show the film Africa Is My Home (F 1549, c., 21 min., Atlantic Prod., 1961) which depicts the life of an African girl as she faces basic issues of tradition versus progress. Students should identify examples of the effect of the colonial experience depicted in the film.

2. Assign a small group of students to read each of the following selections from Clark, Through African Eyes--IV: The Colonial Experience:

   "King Ja Ja, Business Whiz," pp. 20-25. Illustrates how colonialism deterred the emergence of an African middle class.
   "The Coming of Pink Cheeks," pp. 26-38. Describes how the Europeans took control of tribal lands and destroyed traditional sources of authority and leadership.
   "The Hut Tax War," pp. 39-42. Relates how the administrative policies of the colonial powers caused conflict among the African peoples.
   "Report from the Congo," pp. 56-62. Cites examples of the effects of colonialism on the Africans.
   "Leopold, the Janitor," pp. 63-67. An American journalist criticizes King Leopold's administration of the Congo.
   "White Man's Cotton," pp. 68-74. Reveals some of the conflicts in attitudes and values between Africans and Europeans.
   "New Laws and New Chiefs," pp. 75-79. An illustration of the frequent conflicts over authority during the colonial period.
   "Ibrahimo Becomes a Christian," pp. 80-95. Cites an extreme example of the conflict between Christian and traditional African beliefs.
   "A Missionary Meets His Match," pp. 96-98, and
   "Divine Dilemma" pp. 99-102. Both are fictional examples of the attitudes of Africans toward Christianity and the missionaries.
   "God and the Alarm Clock," pp. 103-105. Illustrates the attitude of many Christian missionaries.

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"Houseboy," pp. 111-120. Gives an inside view of the attitudes of Europeans toward Africans.
"Is There Anybody Here?" and "Martyr," pp. 121-124. Illustrates the dehumanizing effects of colonialism on the Africans.

As the students read, they should answer the following questions:

a) How did the Colonials disrupt the African way of life?
b) What European attitudes toward Africans are revealed in this selection?
c) What African attitudes toward Europeans are revealed?
d) Cite examples from the selection that illustrate these attitudes.
e) What positive effects did colonialism have on Africa?
f) How might the attitudes and policies of the Europeans affect the African's self-image?
g) Given the attitudes and policies of the European colonial powers, what effect might the colonial experience have had on shaping the contemporary attitudes of Africans toward their former colonial masters and Western societies?

Class Discussion. Analyze these readings to determine the impact of the colonial experience on:

a) The African people as individuals
b) The African nations and their attitudes toward Western cultures

3. Have individual students read the following books and reports on the impact of the colonial experience on Africa as described in these stories:

Chinua Achebe, Things Fall Apart
Dilim Okafor-Omali, A Nigerian Village in Two Worlds

4. Have the students view the video-tape "Selections from Things Fall Apart: Chinua Achebe" from the African Anthology series (available from MCPS).

Sources:

African Anthology: Teacher's Manual, Lesson 12, pp. 30-31.
Clark, Through African Eyes--IV: The Colonial Experience, pp. 20-25, 26-39, 39-43, 56-62, 63-67, 68-74, 80-95, 96-98, 99-102, 103-105, 111-120, 121-124.
Moore and Dunbar, Africa Yesterday and Today, pp. 172-202.
Singleton and Shingler, Africa in Perspective, pp. 77-98.
Wallerstein, Africa: The Politics of Independence, pp. 29-61.

00044

Evaluation

Have the students discuss the following:

The constructive and destructive aspects of the African colonial experience

The role of individuals in affecting cultural attitudes and reactions

A number of scholars claim that Africa's development was deterred by colonialism because it modernized Africa according to European plans which seldom put the interests of Africa first. Have the students write a one-paragraph position paper on the statement: "Africa would have developed faster without colonialism because it would have developed with its own interests in mind." Students should agree or disagree and support their positions with logical arguments.

UNIT III: INDEPENDENCE

I. *The African quest for independence was the result of the colonial experience and the rapid spread of the desire for self-determination following World War II.*

Behavior and Content

Gather, interpret, and relate information on the rapidity of the acquisition of independence by the nations of Africa south of the Sahara.

World War II saw Africans fighting alongside their colonial masters, an increased demand for African products, the need for military installations, increase in the number of African students studying abroad, and the contribution of the United Nations to an anti-colonial atmosphere.

After Ghana achieved its independence in 1957, the colonial structure quickly collapsed. The year 1960 saw 17 African nations achieve independence.

Suggested Activities and Procedures

1. Have the students construct a time line showing the date each African colony achieved independence.

2. Have the students key a map that shows when each African colony achieved its independence and identify remaining colonial dependencies.

3. Using either the time line or the map, have the students speculate as to why the period after World War II, especially the early 1960's, saw the rapid spread of the independence movement.

Sources:

Burke, Sub-Saharan Africa, pp. 45-50.
Clark, Through African Eyes--V: The Rise of Nationalism: Freedom Regained, pp. 3-11, 84-86.
Ferkiss, Africa's Search for Identity, Chapter 5.
Moore and Dunbar, Africa Yesterday and Today, pp. 203-220.
Oliver and Fage, A Short History of Africa, pp. 226-253.
Singleton and Shingler, Africa in Perspective, Chapter 9.

Evaluation

Check the students' time lines or maps for accuracy and completeness.

Observe the students' ability to generalize from a chronology or map.

00046

I. *The African quest for independence was the result of the colonial experience and the rapid spread of the desire for self-determination following World War II.*

Behavior and Content

Gather and analyze information on selected nations in order to determine the factors contributing to and the problems resulting from the independence of the African nations.

The struggle for independence and the problems of nation-building are complex. Five African nations are suggested to illustrate variations in the way in which independence is achieved and the major problems facing newly independent nations. Ghana was the first contemporary Black nation to achieve independence under the direction of a strong national leader. Nigeria illustrates how the problem of tribalism affects national unity. Senegal is an example of a French colony that is struggling with the problems of poverty and economic stagnation. Tanzania illustrates the self-help, individualistic approach to the problems of development. South Africa shows how a White minority government controls the Black majority.

Suggested Activities and Procedures

1. Divide the class into five groups and have each group study one of the five nations: Ghana, Nigeria, Senegal, Tanzania, and South Africa. Suggested questions and items for inclusion in the study:

   In what ways did the colonial power prepare the colony for independence?
   What techniques did the Africans use in their push for independence?
   Briefly describe the political structure of the nation.
   What are some of the major problems facing the new nation?
   Have these countries become economically as well as politically independent? Does neo-colonialism exist?
   How has the government attempted to solve these problems?
   How effective have they been?

   Have each group present their findings either orally or in written form to be duplicated and distributed to the entire class. Have the students prepare a chart based on the suggested questions and items so that they can identify similarities and differences in these areas.

2. Divide the class into small groups. Without identifying the country, give the students statistical, historical, and cultural data on one of the five countries. Have them devise a procedure for independence, the methods they would use, the type of government and programs they think would bring about national unity, and some of the developmental problems they would anticipate. After they have completed the assignment, have the students compare their approaches with other groups. Then give the real name of the country and have the students compare their approaches with what that nation actually did. (See Dostert.)

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3. Show the following films:

Africa in Change: Continent of Africa (F 2634, c, 22 min., 1963)
African Continent: Southern Region (F 2636, c, 11 min., 1962)
The Fallen Idol (F 2698, b & w, 20 min., 1966)
Economy of Africa (F 2879, c, 13 min.)
Nigeria and Biafra (4330, b & w, 15 min.)
The Republic of South Africa: Its Land and Its People (F 4252, c, 17 min., 1965)
Problem of Nigerian Unity (F 4513, c, 19 min., 1968)
Health and Education: Keys to African Development (F 4515, c, 14 min., 1968)
Central Africa (F 4517, c, 20 min., 1968)
The Old Africa and the New: Ethiopia and Botswana (F 4520 c, 17 min., 1968)
The New Africa: Peoples and Leaders (F 4531, c. 15 min.)

4. Because the countries of Nigeria and South Africa raise significant questions for the future of Africa and its relations with the rest of the world, a more detailed study of these two areas has been developed. Nigeria's tribal civil war and South Africa's apartheid policy are also high interest areas for the students.

NIGERIA

a) Show the students a tranasparency or map of Nigeria. Illustrate the tribal composition of the country and have students speculate as to possible problems that might arise from this situation.

b) Have students recall any information about the Nigerian-Biafran war that they might remember from the news media, or have students read accounts of the war from magazines and newspapers of this period. Have a class discussion about the type of information that was stressed in the news media. What does this reveal about the attitude of the press and of various groups in America toward the war? Students should research and gather factual information concerning the conflict and compare this with the news media accounts.

c) Have students gather information on the outcome of the war. How has the Nigerian government attempted to solve the problem of domination of the country by the Northern Region?

SOUTH AFRICA

a) Through a lecture-discussion, present background information on the history of South Africa, the distribution

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of the races, and the theory of apartheid as developed by Hendrik Verwoerd. (See Dostert, Belasco and Hammond, Singleton and Shingler, and Ferkiss.)

b) White man's view of apartheid:

Show the South African government's filmstrip South Africa's Dynamic Progress or Conservation and Development. Discuss the view the filmstrip gives of South Africa, race relations, and apartheid.

Have the students read a defense of apartheid and identify the basis for the defense. (See Moore and Dunbar, pp. 284-290; Ford, pp. 74-78)

Have the students analyze the South African laws on apartheid to determine the basis and purposes of these laws. (See Supplementary Material XIII.)

Black man's view of apartheid:

Using a transparency or duplicated materials, present statistics comparing income, health, land ownership, and education for Whites and Blacks. (See Singleton and Shingler.)

Have the students evaluate these in terms of the following government policy statements:

> "Let us demonstrate to the world that in spite of the fact that South Africa has population groups of the most diverging racial composition and cultural background, we nevertheless succeed in living together in peace and goodwill."
>
> Acting State President
> Mr. J. F. Naude
> 1967

> "All sections of our population benefit from our prosperity."
>
> H. L. T. Taswell
> South African Ambassador
> to the U. S.

Have the students read the criticism of apartheid to determine the basis on which the policy is being attached. (See Moore and Dunbar, p. 293; Ford, pp. 79-81; Emerson and Kilson, pp. 94-99; Vital Speeches of the Day, February 15, 1962, pp. 267-271)

Show the video-tape presentation of The Bench Lesson 4, from African Anthology series.

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Sources:

Adam, Government and Politics in Africa South of the Sahara, pp. 108-115.
Belasco and Hammond, The New Africa, pp. 108-112.
Dostert, Africa 1970, pp. 47-48.
Ferkiss, Africa's Search for Identity.
Moore and Dunbar, Africa Yesterday and Today, pp. 331-332 332 ff.
Singleton and Shingler, Africa in Perspective, pp. 136-137, 209-213.

Nigeria

Adam, Government and Politics in Africa South of the Sahara, pp. 99-107.
"Six Views of the Nigerian War," Africa Report, February 1968.
"Biafra--End of a Lost Cause," Newsweek, January 26, 1970, pp. 48-50.
"The Secession that Failed," Time, January 26, 1970, pp. 18-24.
Belasco and Hammond, The New Africa, pp. 102-108.
Dostert, Africa 1970, pp. 70-72.
Emerson and Kilson, The Political Awakening of Africa, pp. 55-73.
Ferkiss, Africa's Search for Identity.
Moore and Dunbar, Africa Yesterday and Today, pp. 251-258.
Royal Institute of International Affairs, Nigeria: The Political and Economic Background.
Singleton and Shingler, Africa in Perspective, pp. 162-168.

Senegal

Dostert, Africa 1970, p. 78.
Ferkiss, Africa's Search for Identity.
Moore and Dunbar, Africa Yesterday and Today, pp. 312, 330-331.
Singleton and Shingler, Africa in Perspective, pp. 204-207.

Tanzania

Adam, Government and Politics in Africa South of the Sahara, pp. 75-82.
Clark, Through African Eyes--VI: Nation Building: Tanzania and the World, pp. 7-87.
Dostert, Africa 1970, pp. 91-92.
Emerson and Kilson, The Political Awakening of Africa, pp. 122-128.
Ferkiss, Africa's Search for Identity.

Emerson and Kilson, The Political Awakening of Africa, pp. 244-251, 321-328.
Singleton and Shingler, Africa in Perspective, pp. 205-206.

South Africa

Adam, Government and Politics in Africa South of the Sahara, pp. 11-31.
Belasco and Hammond, The New Africa, pp. 118-126.
Clark, Through African Eyes--V: The Rise of Nationalism: Freedom Regained, pp. 16-23.
Dostert, Africa 1970, pp. 82-85.
Emerson and Kilson, The Political Awakening of Africa, pp. 94-99.
Ferkiss, Africa's Search for Identity.
Ford, Tradition and Change in the Republic of South Africa.
Moore and Dunbar, Africa Yesterday and Today, pp. 276-302.

Evaluation

Check the students' reports and charts for completeness and accuracy.

Have the students identify and discuss similarities and differences between the nations as to their struggle for independence and problems in nation-building.

Have the students criticize and compare the many viewpoints about the Nigerian civil war.

Have the students answer the following question: Assume you were a leader of an African nation at the time of the Nigerian civil war. Which side would you support?

Observe the students' ability to evaluate the arguments for and against apartheid.

Have the students write a paragraph on "Is the system of apartheid a practical solution to the race problem?"

II. *The African struggle for independence and the common cause of the dignity of Black people everywhere are manifestations of the Pan-African movement--a spirit of unity among Africans and people of African descent.*

Behavior and Content

Analyze ways in which Pan-Africanism has been expressed in order to justify the basic concepts and purposes of the movement.

Pan-Africanism began in the New World, not in Africa. The movement grew out of a concern for the conditions of people of African descent who found themselves unaccepted because of their African heritage. In the mid-1940's, Africans assumed leadership of the Pan-African movement, and freedom and independence for the African colonies became the major concern. Today the movement is still concerned with the cultural values and interests that unite all Africans as well as the political and economical development of the African nations.

Suggested Activities and Procedures

1. Have students read and analyze the following selections to identify the basic concepts and themes:

   "The National Anthem" of Tanzania (See Supplementary Material XIV.)
   Clark, Through African Eyes--V. The Rise of Nationalism: Freedom Regained
   "African Heart," p. 101
   "Africa," p. 101
   "Limbo," p. 102

2. Have students discuss the significance and meaning of the following statement made by Kwame Nkrumah in 1957:

   "Ghana's independence is meaningless unless it is linked with the total liberation of Africa."

3. Have the students view the video-tape Leopold Sedar Senghor, Lesson 5 from the African Anthology series, to identify the concept of cultural Pan-Africanism--"Negritude"--as expressed in Senghor's writing.

4. Have the students read Burke, Sub-Saharan Africa, pp. 78-82, to identify the growth and development of the Pan-African movement and ways in which Pan-Africanism has been manifested.

5. Map activity. Have students identify and locate the nations belonging to the following regional organizations:

   East African Common Services Organization
   Council of the Entente
   Union of African States
   Brazzaville Bloc
   Casablanca Bloc
   Monrovia Group

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Union of African and Malagasy States
Organization of African Unity

As part of the map activity students should gather information on

a) The basic purpose(s) of each of the regional organizations
b) The common interests shared by the members of each organization

Sources:

African Anthology: Teacher's Manual, "Lesson 5," pp. 16-17.
Burke, Sub-Saharan Africa, pp. 78-82.
Clark, Through African Eyes--V: The Rise of Nationalism: Freedom Regained, pp. 99, 101, 102.
Ferkiss, Africa's Search for Identity, pp. 130-145.
Weidner, A History of Africa South of the Sahara, pp. 525-529.

Evaluation

From the information studied, have the student state what he thinks are the forces that gave rise to the Pan-African movement and the primary goals of Pan-Africanism. Students should discuss these and attempt to arrive at some consensus.

Have students collect clippings from the news media citing events that reflect the Pan-African concept throughout the world.

Have the students discuss this question: Are Pan-Africanism, tribalism, and nationalism compatible?

SUPPLEMENTARY MATERIAL

AFRICA SOUTH OF THE SAHARA

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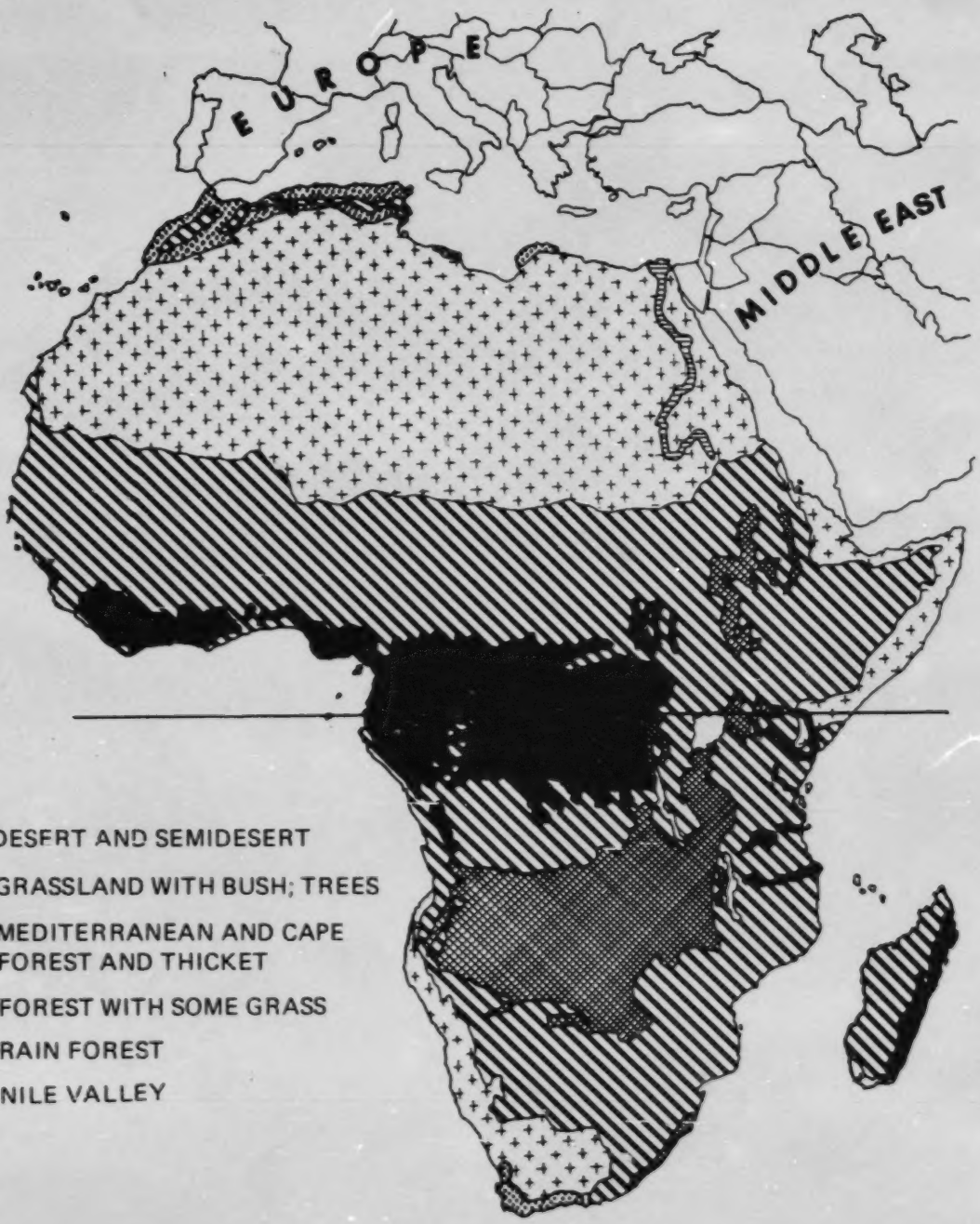
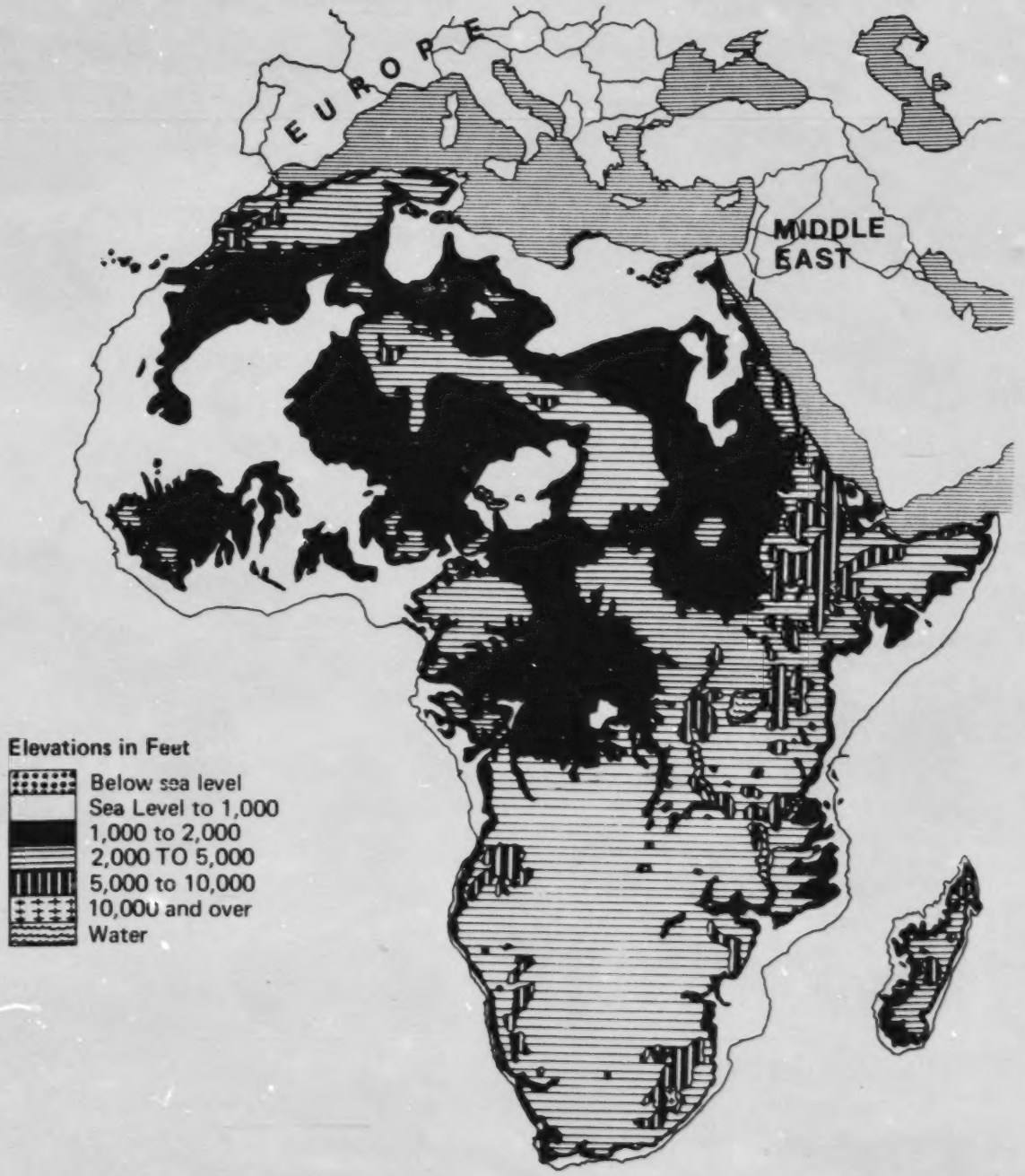
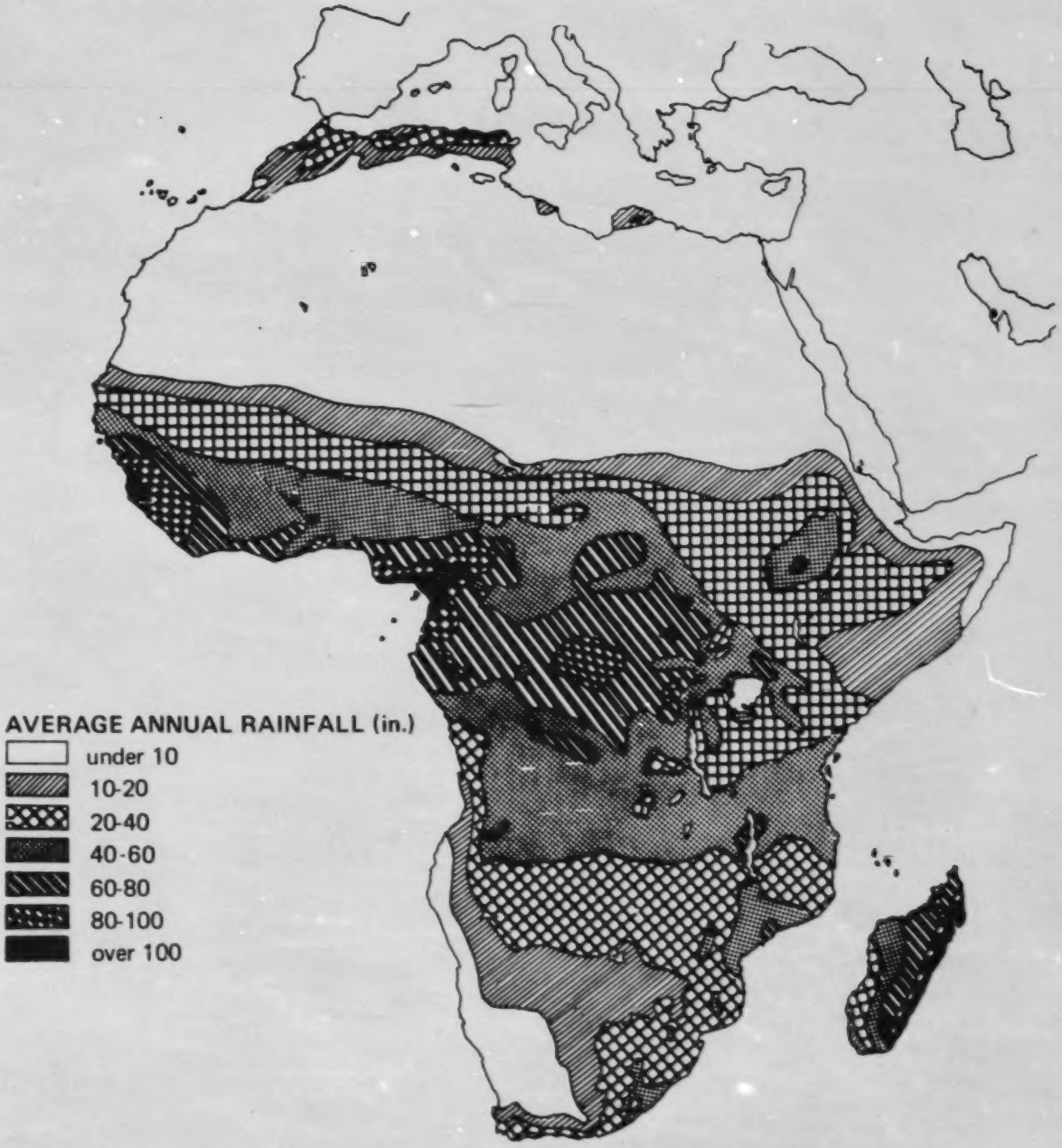

EUROPE
MIDDLE EAST
DESERT AND SEMIDESERT
GRASSLAND WITH BUSH; TREES
MEDITERRANEAN AND CAPE FOREST AND THICKET
FOREST WITH SOME GRASS
RAIN FOREST
NILE VALLEY

00055


EUROPE
MIDDLE EAST
Elevations in Feet
Below sea level
Sea Level to 1,000
1,000 to 2,000
2,000 TO 5,000
5,000 to 10,000
10,000 and over
Water


AVERAGE ANNUAL RAINFALL (in.)
under 10
10-20
20-40
40-60
60-80
80-100
over 100

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00059

AFRICAN PHYSICAL TYPES

Bushmen-Hottentot Type

Bushmen:
yellowish-brown, wrinkled skin
slanted eyes; high cheekbones; broad, low noses
bulging foreheads
sparse black hair which coils tightly into spiral knots
slightly Mongol in appearance
approximately 5 feet tall

Hottentot:
pale olive complexion
triangular shaped face
projecting cheekbones; thick lips; flat noses, wide nostrils
narrow, pointed chin
large, lobeless ears
woolly hair; sparse beard
slightly taller than Bushmen

Negroid Type

Negroes:
dark skin
broad, flat nose
full lips
woolly, short, black hair
little body hair
generally of moderate height

Pygmies:
yellow to medium brown skin
broad, flat noses
dark, woolly hair
less than 5 feet tall (52 to 58 inches)
generally less than 100 pounds

Nilotes:
light brown skin
high foreheads
thin noses and lips
straight hair
tall; slender

Note: The term Bantu, though frequently used to designate an ethnic or racial group, refers to a linguistic group.

Caucasoid Type

Hamites: light brown skin

Arabs: straight noses, thin lips

(Note: The term Arab is a linguistic rather than an ethnic one.)

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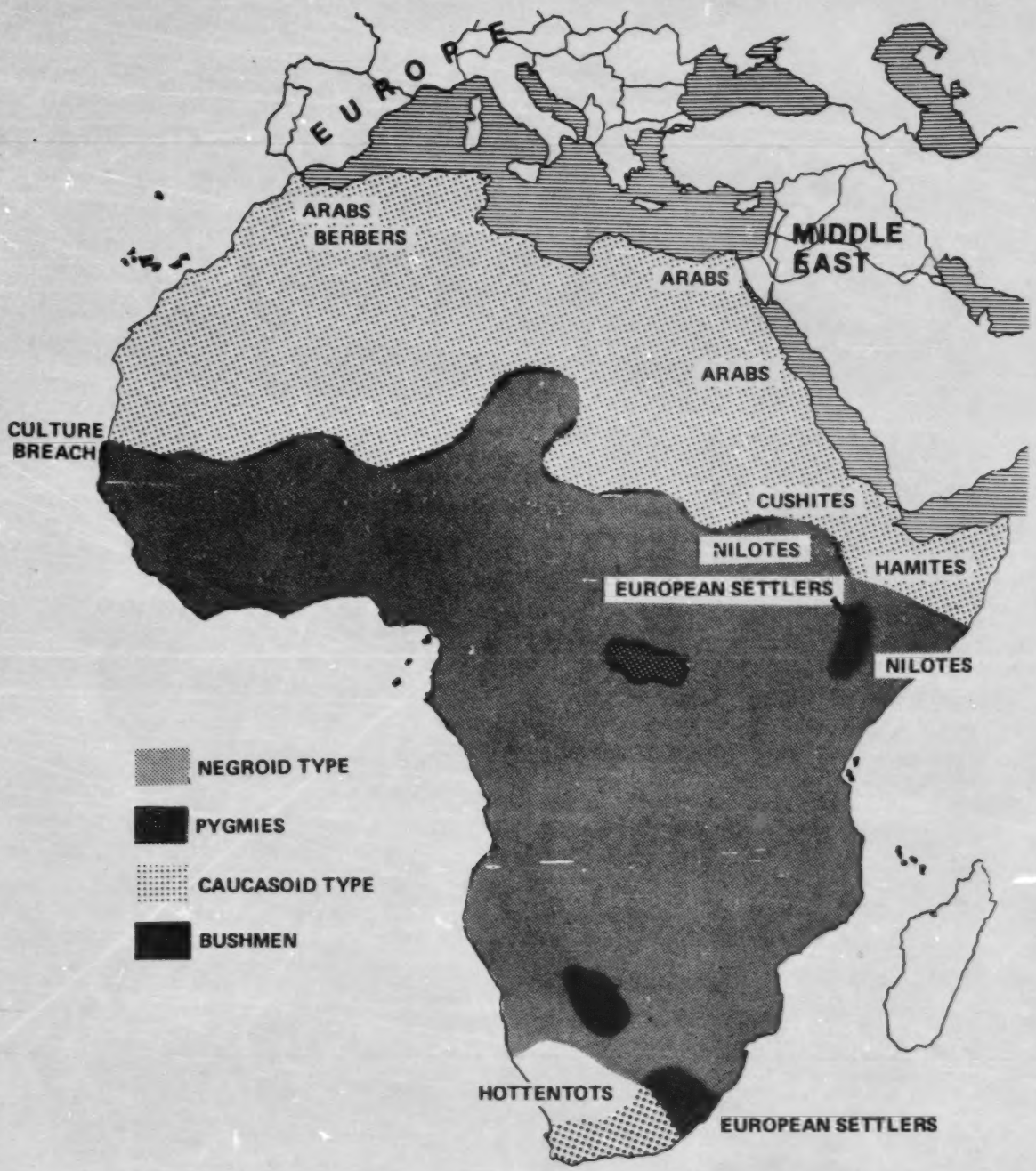
Berbers:	narrow face dark hair medium stature
Europeans:	light skin considerable variation, depending on European origin

DISTRIBUTION OF AFRICAN PEOPLES

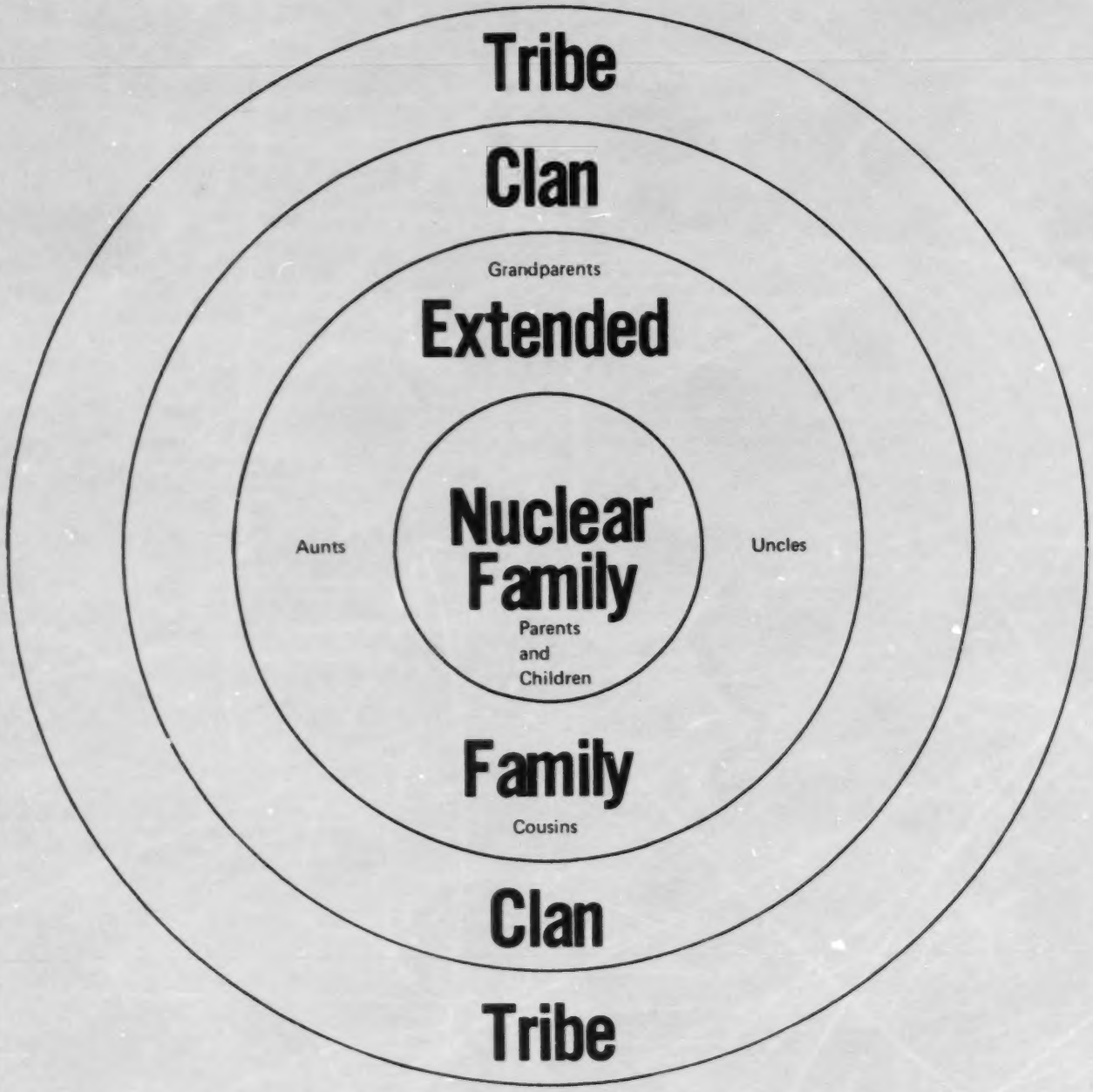


	PRIMITVE SOCIETIES	ADVANCED SOCIETIES
LANGUAGE		
POPULATION		
RESIDENCE		
TECHNOLOGY		
ECONOMIC ACTIVITY		
FAMILY'S ROLE IN SOCIETY		
POLITICAL SYSTEM		
RELIGION		

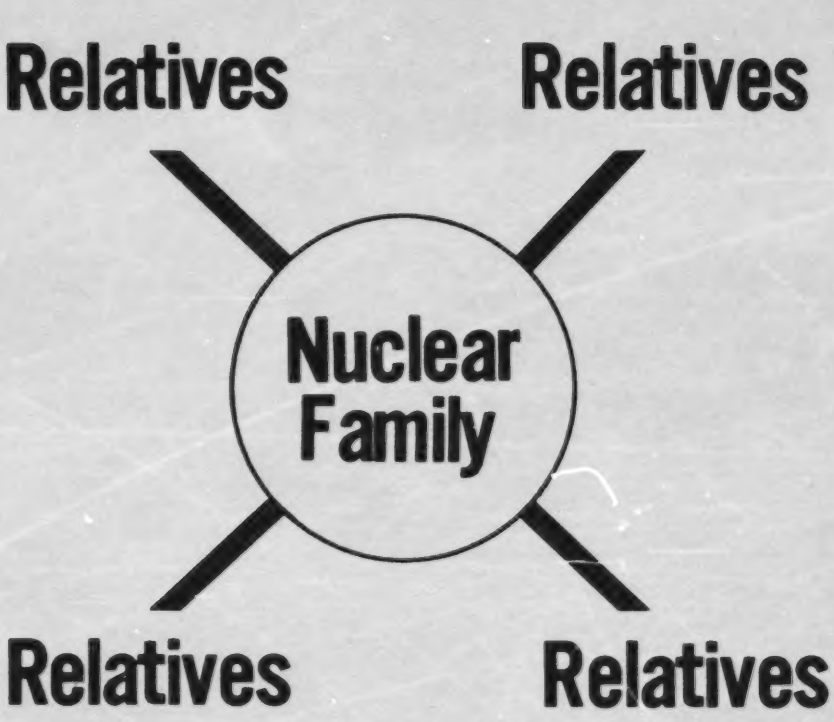
00063

	PRIMITIVE SOCIETIES	ADVANCED SOCIETIES
LANGUAGE	No written language	Written language
POPULATION	Sparse, scattered; generally small	Dense; areas of population concentration
RESIDENCE	Migratory; nomadic	Permanent or semi-permanent dwellings; stable settlement; towns
TECHNOLOGY	Simple wood and stone tools; some tools serve many purposes	Complex tools and machinery; metal working
ECONOMIC ACTIVITY	Hunting and gathering	Division of labor and specialization; craftsmen
FAMILY'S ROLE IN SOCIETY	Basic social unit; totally responsible for transferring culture and rules; all centered around family	One of many institutions that socializes the child
POLITICAL SYSTEM	High level of group participation in making decisions; consensus	Complex legal institutions; division of power through many branches and levels
RELIGION	Religious activities centered on the environment	Formalized and institutional rituals, beliefs, and creeds

Traditional African Relationships



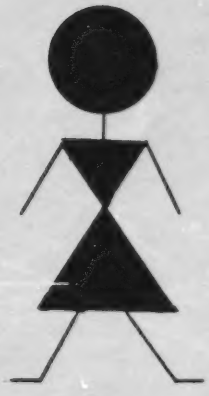
WESTERN FAMILY STRUCTURE



Aunts, Uncles,
Grandparents, etc.

00066

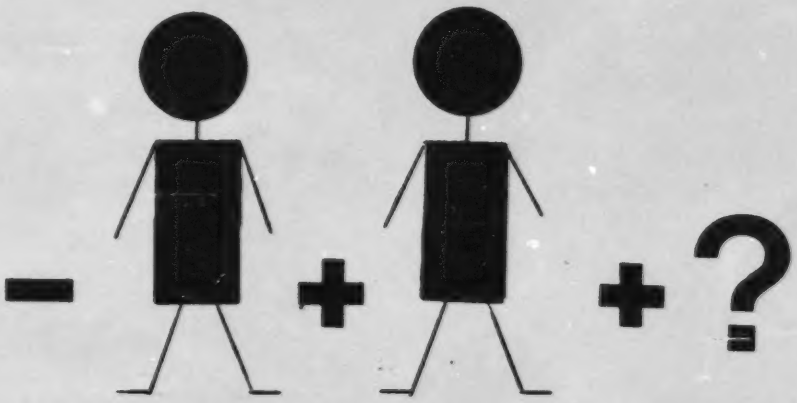
FAMILY ORGANIZATION



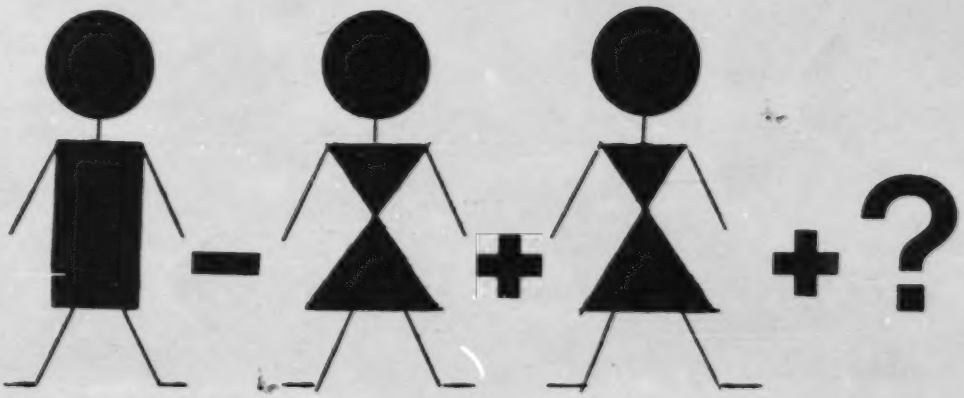
MARRIAGE

MONOGAMY: ONE HUSBAND – ONE WIFE

POLYGAMY: PLURAL MARRIAGE



POLYANDRY: 1 WIFE – 2 OR MORE HUSBANDS



POLYGYNY: 1 HUSBAND – 2 OR MORE WIVES

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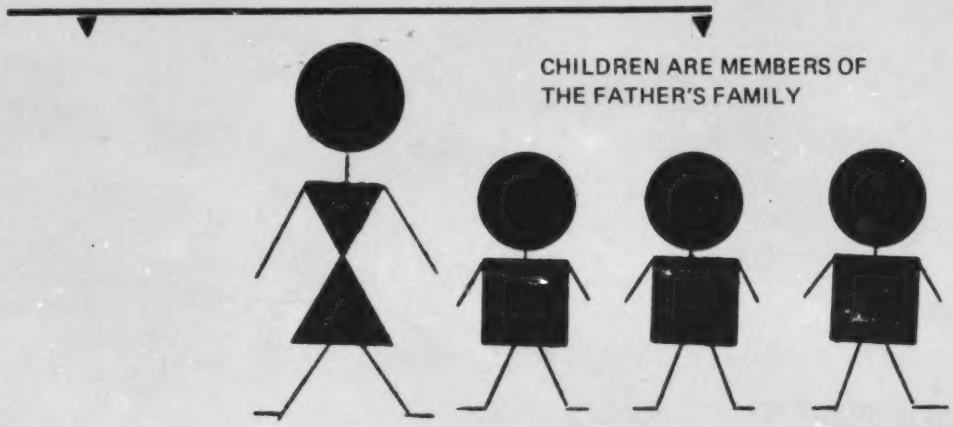
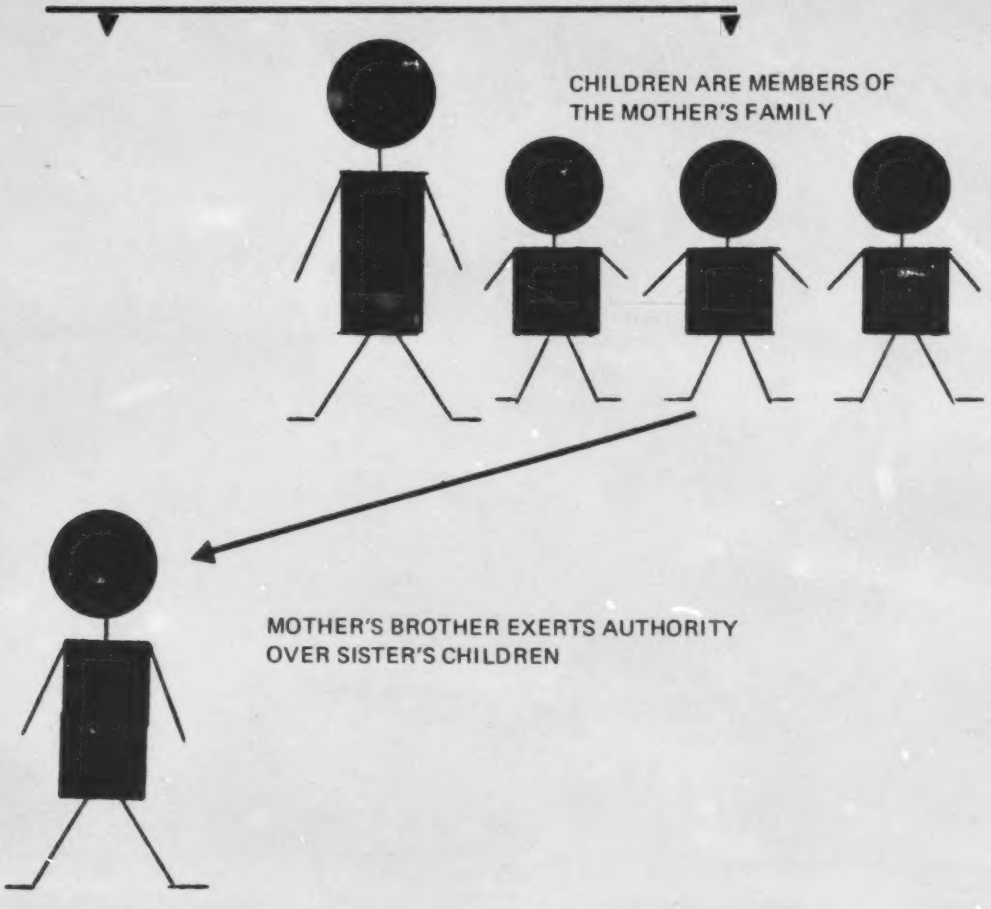
DESCENT AND INHERITANCE

PATRILINEAL:



MATRILINEAL:



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REPRESENTATIVE AFRICAN PEOPLES			
CHARACTERISTICS OF THE SOCIETY	BUSHMEN	IBO	MASAI
Language			
Population			
Residence			
Technology			
Economy			
Family's Role in Society			
Political System			
Religion			

00070

REPRESENTATIVE AFRICAN PEOPLES			
CHARACTERISTICS OF THE SOCIETY	BUSHMEN	IBO	MASAI
Language	Khoisan (oral, click)	Congo-Kordo-Fanian (written)	Nilo-Hamitic (oral, possibly written)
Population	10 thousand	5 million	
Residence	Migratory; constant search for food and water	Stable settlements in delta regions; towns	Move with cattle to grazing lands and water holes
Technology	Simple tools - arrows, cutting edges	Metal work and farm equipment; wood carving	Separate "smith" class that manufactures iron tools and weapons
Economy	Hunters and gatherers; importance of territory	Cultivate land, stable crops; "market place" trading	Cattle herders; live off meat, milk, and blood of cattle. Wealth measured in terms of cattle
Family's Role in Society	Extended family; basic social institution	Family and relatives important in teaching duties and proper behavior; political groupings by family	Family plays a subordinate role to age-set group; children raised and and educated in groups
Political System	Group makes decisions and rules.	Community supervised all aspects of life; family elders make decisions, but taken to men's assembly for approval	Paramount chief; discipline kept by a council of elders. Public debates
Religion	Spirits in animals and plants of their environment	Events explained by the whim of supernatural powers and ancestors	Belief in Great Spirit who gave them the gift of cattle; little concern for after-life

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TEACHER'S GUIDE

RUINS OF ZIMBABWE (in Present-Day Rhodesia)

The purpose of this activity is to illustrate how techniques of historical research, other than written records, are used in studying the history of Africa (as well as of other areas). In this example, the students will see how solving the mystery surrounding a civilization such as the East African civilization of Zimbabwe involves the combined use of archaeology, oral tradition, and written records. What the students will be doing is to suggest a procedure that might be used to ascertain the history of the ruins of Zimbabwe. As the students suggest possible strategies and sources of information (archaeology, oral tradition, and written records), give them the corresponding material. Have small groups of students use this material and write a history of Zimbabwe. Compare their history with those written by the other groups, and then have the class compare their history with accounts written by professional historians.

Suggested Procedure

1. Give each student a copy of the article Description of the Ruins of Zimbabwe, reproduced on page 80. If possible supplement this written description with slides or pictures of the ruins. Also give each student a copy of the article by Stanley Meisler titled Ancient Ruins of Zimbabwe reproduced on page 79.

2. Class discussion: What questions do these articles (and picture/slides) suggest?

   Students should mention questions such as

   Where are these ruins located?
   Who built these great walls?
   What was the purpose of these structures?
   Why were they abandoned?

   The primary purpose of this dicussion and probing is to get students interested in finding out something further about the ruins. It may stimulate interest to tell the students that the present-day, white, minority government of Rhodesia, where the ruins are located, has attempted to eliminate any pride in the heritage of the Africans by stating unequivocally that Africans could not have possessed the knowledge or skill required to build Zimbabwe. (See Meisler article.)

3. Pose the question: "How would you go about determining the origins and history of these ruins?"

   Working in small groups, have the students write a plan for investigating these ruins.

4. Have the groups present their plans for review and criticism by the class. As techniques and tools such as archaeology, oral tradition, and written records are suggested, note these for the class and discuss

the type of information that might be found by using these techniques and tools and how it might help solve the riddle of Zimbabwe. When the class reaches some consensus on possible procedures, give them the corresponding material. Using this material, each group should write a history of Zimbabwe.

Types of information that might be contributed by archaeology:

a) Plan of the ruins
b) The extent of the ruins
c) The age of the site
d) Artifacts that might give clues to the wealth of the civilization, the technological advancement, and the trade contacts of the people

Types of information that might be contributed by oral tradition:

a) Tales and stories about the ruins that have been passed down
b) Names of rulers and descriptions of events
c) Descriptions of rites and ceremonies

Types of information that might be contributed by written records:

a) Dates of the civilization
b) Names of persons, places, and events

5. Have the students compare and criticize their histories.

6. Have the students compare their histories with recent historical information. (See Davidson, African Kingdoms and Discovering Our African Heritage; Pollock, Civilizations of Africa; "Ancient Ruins of Zimbabwe, Jan. 20, 1972.

Sources:

Clark, Through African Eyes--III: The African Past and the Coming of the European, pp. 43-46.
Davidson, African Kingdoms, pp. 9, 59-60, 77, 99, 172, 178-179.
Davidson, The African Past, pp. 114-117.
Davidson, Discovering Our African Heritage, pp. 2-3, 41-45.
Meisler, "Ancient Ruins of Zimbabwe," Washington Post, 20 Jan. 1972, p. H1.
Oliver and Oliver, Africa in the Days of Exploration, pp. 123-125.
Pollock, Civilizations of Africa (AEP), pp. 35-39.
Wills, An Introduction to the History of Central Africa, pp. 16-19.

00023

A newspaper article, titled "Ancient Ruins of Zimbabwe: Monument Build by Blacks Poses Problem for Rhodesia's Whites" by Stanley Meisler reprinted form Washington Post, January 20, 1972, removed to conform with copyright laws.

DESCRIPTION OF THE RUINS OF ZIMBABWE

> "Would that these hoary-aged walls could speak and tell us of the scenes which took place here when Great Zimbabwe was in all its glory."

These words of R. N. Hall, an Englishman, were spoken as he walked through the ruins of Great Zimbabwe in 1902. The following is a description of these ruins.

In the midst of trees and bush, there stand the remains of grey walls of granite. This structure is 800 feet in circumference, with walls rising some thirty feet in height and several feet thick at the base. All the buildings of Great Zimbabwe were constructed with each stone being fitted tightly in place. No mortar was used in their construction. Inside the structure are series of smaller walls, passageways, and flights of stairs. At one end stands a cone-shaped tower over 32 feet high. It is the highest building within Great Zimbabwe.

ARCHAEOLOGICAL FINDINGS IN ZIMBABWE

#1 Excavation map of Rhodesia

#2 Excavation drawing of the Great Zimbabwe site

#3 Artifacts found:

A. Iron spear heads and bowls of carved stone that were compared with other objects of this kind found elsewhere
[Comparison shows that the Zimbabwe objects are similar to others of proven African origin.]

B. Gold bracelets and other objects made from gold and silver

C. Fragments of Chinese porcelain
[Porcelain of this nature was manufactured in China about 1200-1500 A.D.]

#4 Carbon-14 dating shows that the first settlements were made about 300-400 A.D. Earliest stone buildings show a date of around 1100 A.D.; the great wall, a date of approximately 1500 A.D.

WRITTEN RECORDS

GREAT ZIMBABWE

#1 Travel account of the Arab Al Mas'udi written in 945 A. D. in Cairo. (Zanj refers to the coastal peoples of East Africa from the Horn to Mozambique.)

> "The sea of the Zanj reaches down to the country of Sofola which produces gold in abundance. It is there that the Zanj built their capital; then they elected a king whom they called Waklimi, which means supreme lord."
>
> "Although constantly employed in hunting elephants and gathering ivory, the Zanj make no use of ivory for their own domestic purposes. They wear iron instead of gold and silver."[1]

#2 In 1517, the Portuguese traveler Duarte Barbosa wrote:

> "Beyond this country (Sofala), toward the interior, lies the great kingdom of Monomotapa, which belongs to black men. They are warlike men, and some of them are great traders. They carry swords thrust into wooden scabbards bound with much gold and other metals. They carry bows and arrows in their hands. The iron arrowheads are long and finely pointed.
>
> "Fifteen or twenty days' journey inland there is a great town called Zimbabwe, in where there are many houses of wood and straw. It pertains to the heathen, and the King of Monomotapa often stays there. It is six days' journey thence to Monomotapa. In this town of Monomotapa is the king's most usual abode, in a very large building. And thence the traders carry the inland gold to Sofala and give it unweighed to the Moors for colored cloth and beads, which are greatly esteemed among them. As regards Monomotapa, these Moors say that the gold comes from a place yet further away towards the Cape of Good Hope, from another kingdom subject to the king of Monomotapa, who is a great lord with many kings under him."[2]

#3 Writing in 1550, Joao De Barros stated:

> "In the midst of the mines is a square fortress of masonry within and without, built of stones of marvelous size, and there appears to be no mortar joining them. The wall is more than twenty-five spans in width, and the height is not so great considering the width. This edifice is almost surrounded by hills, upon which are others resembling it in the fashioning of the stone and the absence of mortar, and one of them is a tower more than twelve fathoms high.

[1] adapted from The African Past by Basil Davidson
[2] adapted from Africa in the Days of Exploration by Oliver and Oliver

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"The natives of the country call all these edifices Symbaoe, which according to their language signifies court. When, and by whom, these edifices were raised, as the people of the land are ignorant of the art of writing, there is no record, but they say they are the work of the devil, for in comparison with their power and knowledge it does not seem possible to them that they should be the work of man."[1]

ORAL TRADITION: THE DRUMS OF KAGURUKUTE [2]

GREAT ZIMBABWE

If you listen carefully, you can hear the roll of Kagurukute, the great drum of Mutota, at the time of the new moon, as you stand looking down on the Dande, beside the lofty grave. The drum tells the story of the great Shona king, Mutota, who led his armies north to the Zambezi River and conquered the Tongo and Tavara peoples. These people bowed to his lordship and called him Mwana Mutapa (Monomotapa), which means "Lord of the Plundered Lands." The great skill and strength of the armies of Mwana Mutapa and his son Matope caused a great area of country from the north to the sea to the fringes of the great desert of thirst to come under their control.

The death of Matope brought much sorrow to the land as jealous and rebellious chiefs fought for the title of king of the Shona. Chikuyo of the lineage of Mwana Mutapa took for himself the part of the kingdom to the north, near the Zambezi River, and built his zimbabwe, or royal dwelling. The lineage of Ghanga established a new line of Shona kings and took the title of Changamire and secured the southern part of the kingdom. As their capital at Great Zimbabwe, the son of Changa and then his sons built a building of high walls.

[1] adapated from The African Past by Basil Davidson

[2] adapted from Discovering Our African Heritage by Basil Davidson

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EXCAVATION MAP OF RHODESIA

Zimbabwe type ruins with standing walls

Great Zimbabwe (Great Temple)

Areas of ancient gold workings

Area in which gold ornaments have been buried

–from A. F. Wills, *An Introduction to the History of Central Africa.* London: Oxford University Press, 1967.

00078

EXCAVATION DRAWING OF THE GREAT ZIMBABWE SITE

Hut Foundations

Rubble

Intact Walls

00079

	CHRONOLOGY OF AFRICA AND EUROPE, 700-1600 A.D.	
TIME SPAN	AFRICA	EUROPE
700-800	North Africa conquered by Arabs - 709 Conversion to Islam Arab trading settlements move inland	Arabs conquer Spain - 713 Arab expansion into Europe stopped at Tours - 732
800-900	Ghana Empire becomes one of the world's leading exporters of gold	Charlemagne crowned emperor of Holy Roman Empire - 800 Spread of Christianity throughout Europe, 800-990 Europe in its "feudal period" to 1300
900-1000		Arab rule in Spain at its height with Cordova being a great intellectual center
1000-1100	Ghana empire reaches peak of power and glory - 1060 Al-Bakri writes his description of Ghana - 1067 Ghana defeated by the Muslim Almoravids - 1076	Norman invasion of England under William the Conqueror - 1066 Domesday survey in England - 1086 Crusades against Moslems in Holy Land - 1096-1270
1100-1200	Benin emerges as a kingdom	Height of Anglo-Saxon culture under the Henry's and the Angevin Empire
1200-1300	Emergence of the Hausa Kingdom in Northern Nigeria Sundiata lays foundation for the Kingdom of Mali, 1235-1255	Magna Charta in England - 1215 Papal power at height under Pope Innocent III - 1215
1300-1400	Mali reaches peak of power under Mansa Musa, 1312-1337 Mansa Musa takes a pilgrimage across Africa to Mecca - 1325 Travels of Ibn Battuta, 1325-1353	Dawn of Renaissance with Dante and Giotto flourishing - 1300 Beginning of "Babylonian Captivity" of Papacy - 1303
1400-1500	Timbuctu becomes a leading university and cultural center - 1400 Nomadic Tuaregs from Sahara sack Timbuctu - 1433 Recapture of Timbuctu - 1468 Henry the Navigator directs Portuguese voyages along the African coast - 1394-1460 Sonni Ali makes Gao into the mighty empire of Songhai, 1464 1492 Portuguese explore Congo River and establish a port at Sao Salvador - 1490	Renaissance beginning in Italy and spreading throughout Europe Movable type - 1439 War of the Roses ends in England - 1485 Moors expelled from Spain; start of Spanish exploration in New World - 1492

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	CHRONOLOGY OF AFRICA AND EUROPE, 700-1600 A.D.	
TIME SPAN	AFRICA	EUROPE
1500-1600	Songhai Empire reaches its height under Askia Muhammad, 1500-1520 Hausa Confederation established - 1517 Peak of the Empire at Bornu-Kanem occupying most of the territory near Lake Chad, 1571-1603 Morocco invades Songhai Empire, destroys Gao, and occupies Timbuctu - 1591 Dutch set up post on Guinea coast - 1595	Luther's 95 theses begin Protestant Reformation - 1517 Magellan's voyage around the world, 1519-1522 Beginning of European commercial interest in India and East Indies Defeat of the Spanish Armada; Elizabethian England flourishes - 1588 Easing of civil and religious strife in France - 1589

00081

CAPITALISTIC AND FEUDALISTIC SLAVERY

STATUS OF SLAVES	AMERICAN SLAVERY--CAPITALISTIC	MEDITERRANEAN SLAVERY (LATIN[1] AMERICA) NON-CAPITALISTIC	AFRICAN SLAVERY--FEUDALISTIC
Term of Servitude	For life Transmitted by inheritance to children	Presumed to be free Several ways for a slave to end his servitude: buy freedom in installments; could be legally freed if mistreated; Cuba: become Catholic; Brazil: parent of 10 children could legally demand freedom; Spanish Code: freed for performing meritorious acts Social esteem associated with freeing slaves	Usually for a specific period of time A means of controlling and productively using criminals, malcontents, and war prisoners Used essentially as domestic servants Could earn freedom by purchase or good behavior
Marriage and Family	Slaves had no legal standing. Marriage was considered only concubinage. "Husband and wife" and children could be separated by the sale of any individual at the pleasure of the master. Among slaves, the father of a child was legally "unknown." Condition of children was derived from the mother (free or slave).	Married in church; protected by law Slaves belonging to different masters could marry and could not be kept separate; wife went with husband and a fair price paid for her by husband's master Could marry free persons Children followed condition of mother	Could intermarry with the local population
Police and Disciplinary Powers over Slaves	Master had complete domination--power of life and death. Slaves could not testify in court except against each other.	Masters did not have power of life and death; punishments for slaves prescribed by law Slaves were tried in ordinary courts Spanish colonies had an official protector of slaves Masters fined for mistreatment	Owner responsible for care and protection Regarded as human beings Acccepted as member of society

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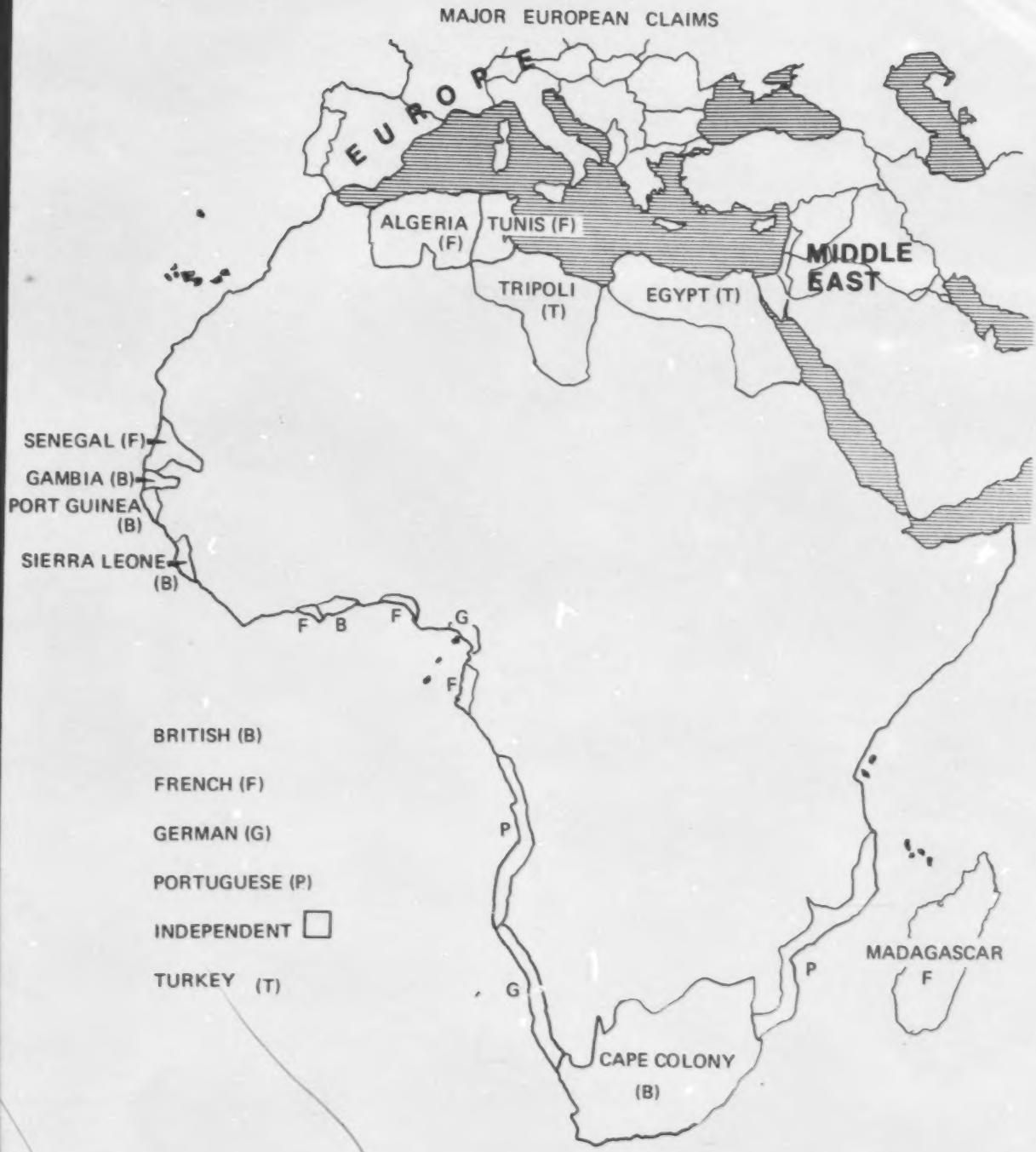
CAPITALISTIC AND FEUDALISTIC SLAVERY

STATUS OF SLAVES	AMERICAN SLAVERY--CAPITALISTIC*	MEDITERRANEAN SLAVERY (LATIN AMERICA) NON-CAPITALISTIC[1]	AFRICAN SLAVERY--FEUDALISTIC
Property and Other Civil Rights	Rights were denied to the slave; he was totally dependent on the master. Whatever slaves had belonged under law to the master Slaves could not give nor receive gifts, make a will, inherit, make contracts, buy or sell, keep personal cattle hogs, horses, sheep. It was illegal to teach slaves to read or write (except in Md. and Ky.)	Could acquire and hold property in Spanish and Portuguese colonies Brazil: given liberty on Sundays and holidays Could accumulate money Spanish Code: 2 hours a day set aside for slaves to use to their own advantage Could hire themselves out; sell the produce of their gardens	Could earn money, own property Learned skills which could be used to earn wages General and personal rights protected Could re-enter society as a member in good standing

[1] adapted from Elkins, Slavery: A Problem in American Institutional and Intellectual Life, pp. 52-80.

00083

COLONIALISM 1884



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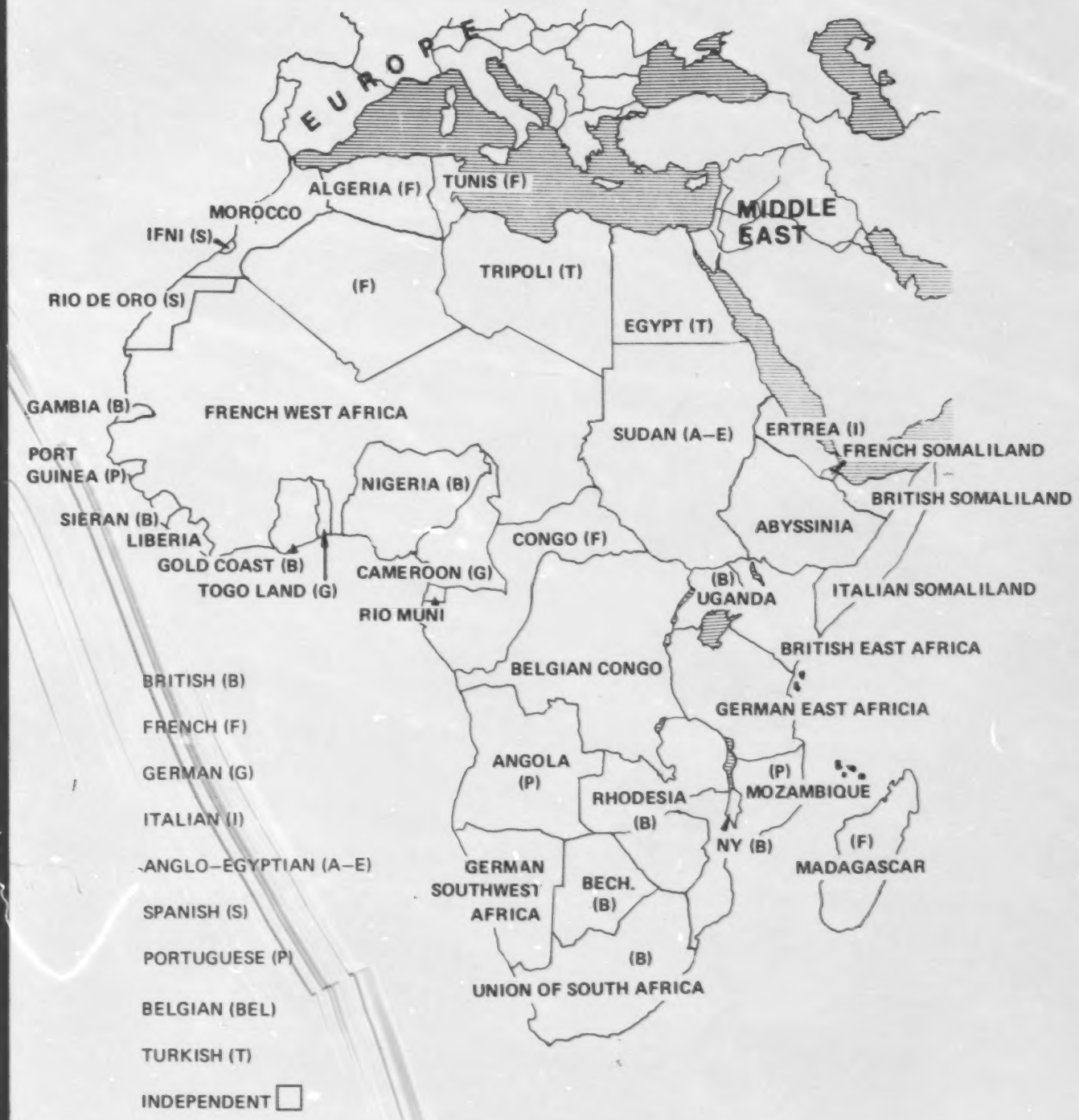
COLONIALISM 1900 - 1910



00085

A SELECTION OF LAWS PASSED BY WHITE GOVERNMENTS IN SOUTH AFRICA

1660: Non-Europeans were excluded from the Cape of Good Hope area except to trade.

1844: Non-Europeans in frontier regions were forbidden to settle near any European town.

1855: Non-Europeans in frontier regions were permanently denied citizenship.

1858: The constitution for the South African Republic stated that "The people desire to permit no equality between coloured people and the white inhabitants."

1913: The Native Land Act prohibited nonwhites from buying property outside of certain specified "reserves."

1923: The Native Urban Areas Act created "locations" in urban areas which segregated whites from nonwhites.

1926: The Mines and Works Amendment Act excluded nonwhites from skilled jobs in industry.

1936: The Representation of Natives Act removed nonwhites from the voting roll in Cape Province.

1949: The Prohibition of Mixed Marriages Act forbade marriages between Europeans and non-Europeans.

1950: The Population Registration Act required every person to carry an identity card containing a photograph and racial designation.

1950: The Group Areas Act established segregated residential areas for whites, Indians (Asians), Coloured (mixed), and Bantu (Africans).

1951: The Bantu Authorities Act abolished Western-type councils and representative groups for the government of natives and reestablished the authority of tribal chieftains or headmen.

1953: The Bantu Education Act put control of the education of natives under the central government.

1953: The Native Labour Act legalized African labor unions but outlawed strikes by African workers.

1953: The Reservation of Separate Amenities Act permitted any person to set aside his public vehicle or his premises for the exclusive use of one race.

1954: The Native Resettlement Act removed fifty-seven thousand natives from their homes and resettled them in designated areas where only natives were permitted to live.

1956: The Urban Areas Amendment Act authorized local authorities to expel non-whites from urban areas.

1962: The General Law Amendment (Anti-Sabotage Act) provided a minimum jail sentence of five years and a maximum penalty of death for sabotage and also provided that opponents of the government could be placed under house arrest.

1963: Another General Law Amendment Act provided for the detention of persons up to ninety days without trial for the purpose of interrogation.

1964: The Bantu Laws Amendment Act gave the government greater power to control the influx of Africans into urban areas.

1964: Another General Law Amendment Act enabled the government to extend prison sentences of political prisoners if, in the judgement of the government, release of the prisoner would further the objectives of Communism.

1965: The Suppression of Communism Amendment Act enpowered the Minister of Justice to prohibit the distribution of speeches or writings of any person whom he considered to be furthering the objectives of Communism.

1965: The Criminal Procedure Amendment Act authorized the attorney general to detain persons up to six months without trial for the purpose of interrogation.

THE NATIONAL ANTHEM OF TANZANIA

God bless Africa
Bless its leaders
Let Wisdom, Unity, and
Peace be the shield of
Africa and its people.

Bless Africa
Bless Africa
Bless the children of Africa.

God bless Tanzania
Grant eternal Freedom and
Unity to its sons and daughters
God bless Tanzania and its people.

Bless Tanzania
Bless Tanzania
Bless the children of Tanzania.

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BASIC AFRICAN RELIGIOUS TENETS[1]

The basic tenets of an African's religion are usually expressed by songs, myths, stories, proverbs, and short statements. Below you will find several of these expressions that are somewhat representative of most African peoples. Compare and contrast them with Judeo-Christian beliefs.

God is the origin and sustenance of all things.
Only God is wise and sees both the inside and outside of man. (Yoruba)
God has nowhere and nowhen, that He comes to an end. (Ila)
He Who bends down even majesties. (Zulu)
The One Who makes the sun set. (Kiga)
He is made by no other; no one beyond Him is. (Bacongo)

In the beginning was God,
Today is God,
Tomorrow will be God.
Who can make an image of God?
He has no body;
He is as a word which comes out of your mouth.
That word! It is no more,
It is past, and still it lives.
So is God. (Pygmy hymn)

There was nothing before God created the world. (Banyarwanda)
Our Father is Thy universe, it is Thy will, let us be at peace, let the souls of Thy people be cool; Thou art our Father, remove all evil from our path. (Nuer)
God in His transcendent aspect created the first man, husband and wife, long, long ago. These two bore a son and a daughter who mated and produced male and female child; and so mankind increased upon the earth. (Lugbara)
God gave the first people food, shelter, immortality, and the ability to make themselves young. (Bambuti)
God dwelt among the first people; but when they continued to ask Him for things, He moved off to another place. (Mende)
God withdrew from men because of smoke from men's fires. (Yao)
God cannot be charged with an offense. (Ila)
God created the possibility of evil in the world. He has created the knowledge of good and evil in every person and allowed him to choose his way. (Ashanti)
The hereafter is only a continuation of life as it is in human form.
Abosoms (divinities which are high ranking spirits) come from Him and act as His servants and intermediaries between Him and other beings. (Ashanti)

[1] adapted from Mbiti, African Religions and Philosophies.

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